



# **SELF STUDY REPORT**

**FOR**

**1<sup>st</sup> CYCLE OF ACCREDITATION**

**JAMIA NADAWIYYA TRAINING COLLEGE EDAVANNA**

JAMIA NADAWIYYA TRAINING COLLEGE SALAH NAGAR EDAVANNA PO  
MALAPPURAM DT. KERALA PIN 676541

676541

[www.jntcedavanna.com](http://www.jntcedavanna.com)

Submitted To

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**August 2024**

# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

Jamia Nadawiyya Training College owes her genesis and efflorescence to Kerala Nadvathul Mujahideen (KNM (2/1957), the most progressive muslim religious organization founded in 1950. The College was established in 1995 and maintained by the central committee of its organization. Jamia Nadwiyya trust board was constituted for the purpose. Dr. Usman Sahib, President of K.N.M was the first chairman of the trust board which established the college.

It is established with the concurrence of the Government of Kerala and is affiliated with the University of Calicut. Southern Regional Committee of NCTE has granted recognition to run the B. Ed. course in the College. At the time of its establishment, there was no other Government-aided or unaided Training colleges in Malappuram District. The College is located at Edavanna , in Ernad Taluk , in Malappuram district. It is a self financing mixed college , having three acres of land and the College has an excellent library and have laboratories for Educational Psychology, Social science , Science, and Work Experience. Physical education , Educational technology and Art education laboratories are also made available .Besides we have a digital resource centre for providing on time training in information and communication technology . A spacious playground with facilities for playing various sports and games is also made use of by the students. There are 200 students and faculty for teaching five optional subjects: English, Arabic, , Natural science, Physical science and Social science.

### **Vision**

1. To endeavour persistently to achieve educational excellence enabling our students to become global leaders in teaching through innovative educational practices ,experiential learning and quality education, imparting knowledge ,skills, values enshrined in the constitution.
2. To evolve in to a premier teacher education institution moulding eminent teachers with creative minds, innovative ideas , sound practical skills and to shape a future where human values are inculcated for the enrichment of mankind.

### **Mission**

1. Moulding the student teachers to become role models with emphasis on character, culture , moral and ethical values .
2. Constantly updating academy and management practices to enhance quality improvements in all spheres of teacher education

3. To make education affordable and accessible by awarding financial assistance to the meritorious and socially and financially backward students
4. To implement right knowledge and inculcate in the student teachers a high degree of social consciousness and human values thereby enabling them to face the challenges of life with courage and conviction and to train them to excel in their profession .
5. To provide infrastructure enriched by tech tools and web resources keeping up with international standards
6. To Inculcate secular democratic pluralistic values in students, to make them responsible citizens contributing to national Integration and development.
7. To create intellectually alert , professionally competent, morally upright ,emotionally integrated , spiritually enlightened , physically sound and socially conscious and committed teachers

## 1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

### Institutional Strength

Jamia Nadawiyya Training College maintains the record of BEd result very highly, most of the time it is 100 percent. This achievement is due to the planned academic activities that is carried out by the institution. The faculty strength especially their dedication help us to keep up this continuously .

The college infrastructure includes the required classrooms with ICT facilities and an affluent library , which is automated also. The laboratories like science , social science , psychology , art , physical education and work experience are also available and being used very effectively. The Digital Resource Centre with all digital facilities like LED TV , camera with tripod stand ,etc are very special and worth mentioning here. We have 3 acres of land , including a multi purpose play ground making this campus unique in organising sports and games for BEd , DEI Ed and other JNE institutions.

It is very special with JNTC that , we are only availing University prescribed fees from students , not burdening students with any other special fees or capitation . The quality in academic activities and the ideals that professed by the institution used to attract very meritorious students , even in the management seats also. It is very clear from the top index marks of the admitted students of this institution.

Team work that exist among the staff , make it very easy to plan any creative academic activities in JNTC , hence a familial climate is existing in the institution. Feeling of oneness and a culture of cooperation prevail here among the students and staff . This is very clear in its extra curricular work , where extra ordinary club wise students initiated activities are undertaken . Student initiated Pain and palliative services , providing timely assistance to the people who need special care is also very remarkable .

Talents among the students are identified by various measures like cocurricular activities , hence the campus is very vibrant in its works and achievements.

The management used to extend timely support to all activities . Undertaking assessment based developmental activities in Jamia Nadawiyya Training College improved our performance very much.

## **Institutional Weakness**

Even though we are working with very remarkable achievements both in academic and infrastructure , we do have certain issues that is yet to be tackled well

1.Our library is automated and book issuing has now become much easier , but the number of books taken by students is not up to the desired level and library periods are also not utilised effectively.

2.Classrooms are digitalised , but our seating arrangement , benches and desks do make issues in conducting immediate group works in the classrooms

3.Digital Resource Centre is now functioning well , but our institutional vision to make it as a digitech one is yet to be achieved.

4.Staff cooperation is the mark of our institution yet chances of getting updated through need based immediate faculty development programme is not at the expected level

5. Certain learner support measures like , scholarships , endowments ,etc are to be adequately planned and implemented

6.We have ramp and rail facility here , but the status of a fully differently abled friendly campus is yet to be achieved.

7..Alumni engagement in the institution is at moderate level , measures are needed to attract them to the institution to ensure their contributions at desired level.

8.Status as a research and dissemination centre is yet to be achieved , as a self financing institution paucity of fund makes real problem in conducting research works and disseminating it through the practices like seminars , workshops and in publishing it through journals .

## **Institutional Opportunity**

The approach of our management is quite positive , expecting the timely help from them in tackling the issues one by one

Enthusiastic staff and students , ever energetic ,are capable of providing all kinds of support in making it a unique institution

Digital Resource Centre in the Institution and the collaboration with TALROP ( Special ICT Centre in the Campus) will give necessary support in future in attaining the status of a DigiTeach Teacher education campus

Alumni and Parents are very supportive . Need based plan implementation along with them will enhance the academic and infrastructural facilities at the expected level.

Our collaboration with other Teacher Education Institutions and our further extension activities will make us an

institution with exceptional features and achievements.

Accreditation activities under NAAC , really provide an opportunity to develop the institution in future after having the necessary appraisal and in developing purposive , need based master plan to implement different long term and short term projects.

Our Collaboration with certain agencies like Green Worms , Kudumbasree – hartihaseena ( Kerala) and our special project Green wave do make our campus very special in Green initiatives.

An automated library , with e resources like , e books and journals will help our students and teachers in onsite referencing in the teaching and learning course works.

### **Institutional Challenge**

As an institution striving hard to establish the footage among the teacher education institutions as an exceptional one , certainly have many challenges like:

NEP 2020 , it's vision of teacher education institutions running integrate teacher education programme with four years of academic activities , really a challenge that to be tackled at the best. The institutional capabilities both in Physical and Academic structures to be enhanced in future to meet the challenges posed by NEP 2020.

Importance of digital content and teacher as a techno pedagogue are to give high priority in future , hence teacher skill updation in this dimension is really need of the hour. We need to meet the challenge in future to enhance the pedagogical content knowledge of the teacher trainee and teacher educator by integrating ICT and the present curriculum of BEd need to be updated in this direction also. Hence the institutional status as a Techno Pedagogical Institution ( TPI) is a challenge in front of us , that is to be addressed with immediate effect.

Conducting Faculty Development initiatives with the changed vision , chances in providing the teacher educators updating their professional skills to adjust with present era are causing concern among the management . The Institution like academic staff colleges do need to extend such programmes by including the teachers especially from the self financing institutions.

As a self financing institution , research and dissemination chances are very less and teachers are taking their personal pain in getting in to the research fields , which are found to be very essential in their professional growth. Finding appropriate agencies in funding the research projects and getting the status as a research centre are to be met in future through various measures .

Increased interest of students in attaining degree from outside , especially from other countries , will create the issue of non availability of students in to the teacher education sector in future. The sustainability of teacher education institutions especially at self financing sector is a real challenge . Institutional autonomy in shaping curriculum , ensuring the availability institutional facilities accordingly are to be attained at the earliest , so the exceptional students can be attracted and the exodus can be tackled well .

Harnessing the Teacher education process according to the changed vision of school education, especially in Kerala is a challenge. Schools are highly vibrant in its classroom process by adopting various creative and innovative methods. The teacher preparation process is still on the anvil, without much change, leading to the problem of adjustment among the trainees after having BEd. Hence meeting this challenge immediately is to be given high priority in future.

## **1.3 CRITERIA WISE SUMMARY**

### **Curricular Aspects**

Curricular aspects of B.Ed. course in Jamia Nadawiyya Training College of education are governed by Calicut University, Kerala as it is an affiliated college. The college ensures effective curriculum delivery through annual academic calendar preparation, time-table preparation, conducting internal examinations, conducting curriculum planning meeting and collection of semester wise feedback from student.

The college ensures a comprehensive introduction to the curriculum and facilities through an induction meeting for new entrants. PLOs and CLOs for all programmes offered by the institution are communicated to teachers and students. The college offers Value Added Courses conducted by experts and faculty with duration of 30 hours each. The college provides opportunities for the students to acquire knowledge, skills, values and attitudes through curriculum and course orientation, effective transaction of curriculum, School Induction Programme, school internship, conducting workshops, and implementation of micro teaching practices.

Structured feedback on the semester wise curriculum from all the stakeholders is collected, thoroughly analyzed and immediate and appropriate action is initiated by the college to address the difficulties faced.

### **Teaching-learning and Evaluation**

The admission in the college is made strictly on merit basis. College has high enrolment percentage. The environment of the college is student friendly giving priority to the esteem needs of the adult learners and Divyangjan with due emphasis on quality in teaching, learning and evaluation.

Students' passion towards teaching profession is ignited by identifying their entry level behavior. The diversity of students is honored. Advanced learners and slow learners are identified and activities are planned for them accordingly. Mentors are allotted to students.

The theoretical and practical courses, as outlined in the PLOs and CLOs, are systematically followed through semester-wise curricular plans and the academic calendar. Innovative student-centric approach with brainstorming, peer teaching and focus group discussion is adopted for teaching-learning process and assessed through various modes- digital test, descriptive test, performance test, library referencing, field activities and workshops. Students are given ample opportunities to explore, develop and integrate ICT through curricular activities. Continual mentoring supports students to manage stress, develop life skills and self-efficacy through reflective practices.

Grievance Redressal Cell instantly addresses the concerns of any kind from students.

Teachers are encouraged to attend conferences, seminars, and symposia, as well as orientation and refresher courses, in order to enhance their competencies and promote innovative and effective teaching practices. They serve as resource persons in professional development programs and extend their expertise to various academic bodies.

### **Infrastructure and Learning Resources**

Jamia Nadawiyya Training College is a Teacher Education College which is constructed on 3 acres plot in a campus of 35 acres. The college has a three storied building with a total area of 1540 sq. mtrs and two other buildings making a total built up area of 4752.16 sq. mtrs. The college buildings contain well equipped classrooms, seminar halls, laboratories, library and administrative office, etc. The institution has 10 classrooms and 2 seminar halls which are well equipped with ICT tools. All classrooms are furnished with digital facilities.

The college library is fully automated with KOHA software, e books, e journals and braille books are available in the library. The College library has 7500 books, 5 journals and many news dailies. The College ensure Wi-Fi connectivity with 300 mbps throughout the campus. The college is having a well equipped Digital Resource Centre. The other highlights of the college are CCTV surveillance and bio metric attendance system for both teachers and students.

Procedures for facility maintenance, resource management and safety protocol are well established, ensuring maximum utilization and security across laboratories, library, sports complex and classrooms

### **Student Support and Progression**

Our college has undertaken a range of capability-building and skill enhancement programmes that contribute to the development of skills among student teachers. Active participation in various clubs and cells enhance their all-round capabilities. Grievance redressal cell-organises awareness and orientation programmes that aid students in addressing their concerns, and publishing statutory instructions in the college website reflects transparency. Student grievances are immediately attended seriously. The college managing committee also actively supports financially challenged students. The special counselling sessions conducted by various organisation in collaboration with JNTC addresses children's psychological issues.

The institution has a well constituted student union that meets formally and informally. The purpose of the student union is to give students an opportunity to develop leadership qualities by organizing and carrying out responsible activities.

Career guidance and placement cell plays a crucial role in preparing students for competitive examinations, guiding them toward various professions and higher education opportunities. Regular updates on job opportunities are disseminated through social media, and the placement cell fosters relationships with schools and other institutions to facilitate student placement. Research club, Green initiatives programs, various cells like OBC, SC/ST plays their role effectively which enhances students mental physical and emotional stability

Alumni association is an active agent for incorporating the inputs from all over. Regular meetings of the association have contributed to the growth and development of this institution in re-defining the curriculum process, teaching-learning constructs, assessment techniques and also issues pertaining to women empowerment.

### **Governance, Leadership and Management**

Jamia Nadawiyya Training College (JNTC) is a self-financing institution affiliated to the University of Calicut in Kerala. This college is managed and supervised by Kerala Nadvathul Mujahideen (KNM). The governance, leadership and management of JNTC are well defined and manifested in accordance with the vision and mission statements. Its vision is to achieve educational excellence enabling our students to become verbal leaders in teaching and moulding eminent teachers with creative minds and sound practical skills. Its mission is moulding the student teachers to become role models with emphasize on character and to enhance quality improvements in all spheres of teacher education.

The leadership of the college is constituted by Jamia Nadawiyya Trust Board. The trust board appoints a managing trustee and secretary to represent the trust board in the governance process. A director and an assistant administrative officer are appointed to aid the managing trustee in administration of the college. The principal is the prime authority and he is assisted by the college staff council, IQAC and office superintendent. The college follows a democratic participatory mode of governance with all stakeholders. JNTC maintains transparency in its financial, academic, administrative and other functions by clearly defining its vision and mission at all levels.

The strategic plan has been formulated and implemented by the college in order to meet quality as well as values in its academic accomplishments. Its Strategic Plan mainly focusing to establish better academic practices and procedures, moulding quality and competent faculties, produce professionally, ethically strong graduates develop smart campus; develop green initiatives, fostering excellent teaching skills in students etc. The college has implemented e governance in its planning and administration, finance and accounts, examination system, digital attendance, admission procedures etc.

In Faculty Empowerment Strategies, college organized a number of faculty development programmes for the professional development of the staff. In the case of financial management and resource mobilization, JNTC conducts internal and external audits regularly for maintaining financial transparency. Finally, the IQAC has adopted quality management strategies in academic, administrative and extension activities of the college. The IQAC monitors the implementation of the vision and mission of the college. It has been trying to institutionalize a number of quality assurance strategies such as digitalization of academic, administrative and extension activities of the college.

### **Institutional Values and Best Practices**

The institution abides by the protocol of environmental preservation and energy conservation through a rigorous green protocol, promoting eco-responsibility, minimizing plastic usage, waste reduction and



implementing green landscaping. It is dedicated to sustainability and conservation through efficient equipments and educating students on energy policies. Solar power plant is implemented in the institution. Waste management principles of the institution encompass source segregation, efficient disposal of non-biodegradable wastes and sanitary pads. Innovative methods are adopted to reduce e-waste. The institution has made remarkable progress in water management and conservation, incorporating rainwater harvesting, wastewater recycling, and advocating responsible water usage.

The College places a strong responsibility of maintaining a green campus, take environmental friendly initiatives. Various programmes are organized to support the nearest school. Programmes like faculty development programme, computer training, preparing for virtual teaching etc.

Institutional values are upheld through emphasis on ethics and integrity and a defined Code of Conduct for all. The orientation programme ensures everyone understand the expected standards of behaviour. A monitoring committee has been constituted to address any violations or concerns and conduct periodic professional ethics programmes.

Students Initiatives Services provide an opportunity to connect with social realities. Participation of student community in Social Service is possible as social participation towards a common public which will help mould an integral character of student communities around the society. These initiatives collectively embody the core values, aligning with the vision for a sustainable, ethical, and community engaged educational environment.

## **Research and Outreach Activities**

Jamia Nadawiyya Training College provides in house support to teachers for research purposes with a strong commitment to research, academic excellence, and community engagement. The strong dedication to foster innovation is evident through the creation of Research and Innovation Club of the institution. The Research Club is committed to establish a leading- edge platform that enables students to acquire and nurture their academic skills. The Club actively organizes a verity of workshops, seminars and conferences providing a platform for the exchange of ideas and dissemination of knowledge.

Members of faculty engage in such ventures, presenting Research papers, publishing their work, further enhancing the academic prestige of the institution.

Jamia Nadawiyya Training College has also made significant strides in outreach programs. These initiatives are thoughtfully designed to sensitize students to pressing social issues and promote community development. In addition to its academic pursuits, the college places equal emphasis on co-curricular activities, encouraging students to actively participate in outreach programs and projects of national priority projects. Blood donation drives, distribution of food kits and study materials, pain and palliative care, Anti-Drug awareness programs, are the outreach activities that have a significant impact of community development.

Our community service efforts have not gone unnoticed, as the institution has received honors and appreciation for its outstanding outreach activities. This recognition reflects the dedication and social responsibility of the college and its role in the betterment of society. The institution has actively forged collaborations with a range of educational institutions, Local Governing bodies and other Government Departments enhancing educational outreach and identity of the institution.

## 2. PROFILE

### 2.1 BASIC INFORMATION

Name and Address of the College	
Name	JAMIA NADAWIYYA TRAINING COLLEGE EDAVANNA
Address	Jamia Nadawiyya Training College Salah Nagar Edavanna PO Malappuram Dt. Kerala PIN 676541
City	Edavanna
State	Kerala
Pin	676541
Website	<a href="http://www.jntcedavanna.com">www.jntcedavanna.com</a>

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Abdul Gafoor Pk	091-9074117626	9074117626	-	jntcedavanna@gmail.com
IQAC / CIQA coordinator	Abdusalam C	04832-700270	9847722540	-	jntcedavanna@gmail.com

Status of the Institution	
Institution Status	Private and Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

<b>Recognized Minority institution</b>	
If it is a recognized minority institution	Yes <a href="#">Minority certificate.pdf</a>
If Yes, Specify minority status	
Religious	Muslim
Linguistic	
Any Other	

<b>Establishment Details</b>				
<b>State</b>	<b>University name</b>	<b>Document</b>		
Kerala	University Of Calicut	<a href="#">View Document</a>		
<b>Details of UGC recognition</b>				
<b>Under Section</b>	<b>Date</b>	<b>View Document</b>		
2f of UGC				
12B of UGC				
<b>Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)</b>				
<b>Statutory Regulatory Authority</b>	<b>Recognition/Approval details Institution/Department programme</b>	<b>Day,Month and year(dd-mm-yyyy)</b>	<b>Validity in months</b>	<b>Remarks</b>
NCTE	<a href="#">View Document</a>	13-05-2024	120	NCTE recognition is considered as permanent until it withdraws it

<b>Recognitions</b>	
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?	Yes
If yes, name of the agency	American International Bureau of Accreditation AIBA
Date of recognition	26-07-2022

<b>Location and Area of Campus</b>				
<b>Campus Type</b>	<b>Address</b>	<b>Location*</b>	<b>Campus Area in Acres</b>	<b>Built up Area in sq.mts.</b>
Main campus area	Jamia Nadawiyya Training College Salah Nagar Edavanna PO Malappuram Dt. Kerala PIN 676541	Rural	3	4752.16

## 2.2 ACADEMIC INFORMATION

<b>Details of Programmes Offered by the College (Give Data for Current Academic year)</b>						
<b>Programme Level</b>	<b>Name of Programme/Co course</b>	<b>Duration in Months</b>	<b>Entry Qualification</b>	<b>Medium of Instruction</b>	<b>Sanctioned Strength</b>	<b>No.of Students Admitted</b>
UG	BEd,Educational,Arabic English Natural Science Physical Science Social Science	24	Bachelor in Arts and science	English,Malayalam	100	100

### Position Details of Faculty & Staff in the College

<b>Teaching Faculty</b>												
	<b>Professor</b>				<b>Associate Professor</b>				<b>Assistant Professor</b>			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	2				1				13			
Recruited	1	1	0	2	1	0	0	1	7	6	0	13
Yet to Recruit	0				0				0			

<b>Non-Teaching Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
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				5
Recruited	2	3	0	5
Yet to Recruit				0

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

### Qualification Details of the Teaching Staff

<b>Permanent Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Male</b>	<b>Female</b>	<b>Others</b>	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	1	0	1	0	0	2	0	0	4
M.Phil.	1	0	0	0	0	0	1	0	0	2
PG	0	0	0	0	0	0	4	6	0	10
UG	0	0	0	0	0	0	0	0	0	0

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

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

<b>Details of Visting/Guest Faculties</b>					
<b>Number of Visiting/Guest Faculty engaged with the college?</b>	<b>Male</b>		<b>Female</b>	<b>Others</b>	<b>Total</b>
		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	30	0	0	0	30
	Female	170	0	0	0	170
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	0	0	0	0
	Female	5	2	2	4
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	1	1	1	2
	Others	0	0	0	0
OBC	Male	4	2	5	14
	Female	36	39	40	72
	Others	0	0	0	0
General	Male	1	0	1	3
	Female	3	0	1	5
	Others	0	0	0	0
Others	Male	0	1	0	0
	Female	0	5	0	0
	Others	0	0	0	0
Total		50	50	50	100

### Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	Our Present Teacher education programme by its professional nature is multidisciplinary as it is based on philosophical, sociological, psychological and technological foundations along with content and
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	<p>pedagogy of all school specific subject areas. Constant efforts are being attempted by the college to keep abreast of latest trends in the field of education. In tune with the recommendations of NEP 2020, Government of Kerala have initiated discussions on implementation of the same by reformulating the existing programme. We participated in the regional discussions and discussed it in the institutional management platform to have preparedness well in advance. As our college campus itself a composit one , we have Arts and Science college with various arts and science departments in it . We have enough space for any institutional development and well qualified faculties are also available at present in the institution.</p>
<p>2. Academic bank of credits (ABC):</p>	<p>As the college is affiliated to University of Calicut and ABC has not been implemented for teacher education courses by the university, it is not applicable in the present situation and will be practiced once the parent University switches over to the system. Kerala State Higher Education Council (KSHEC) has initiated policy dialogue and parallel discussions are going on at University level. We participated in the discussions and will be with it if and when it is implemented .</p>
<p>3. Skill development:</p>	<p>The primary focus of B.Ed. programme is to nurture skilled prospective teachers with critical 21st Century capacities in the professional field. The curriculum proposes a number of programmes to transform the prospective teachers into well rounded individuals. This includes theoretical orientation on various teaching skills and capacity building through micro-teaching, pre-planning, post-planning, observation of faculty demonstration classes, peer criticism classes, workshops on preparation of improvised learning resources, initiatory school experiences, school internship, art and drama in education and ICT skills for teaching and learning. The programme also includes a number of other activities to prepare professionally empowered and socially engaged teachers through hands on sessions on Yoga, Health and Physical Education, Reading and Reflecting on texts, Activities on Enhancing Professional Competence, Community Living Camp, Understanding the Self, Socially Useful Productive Work, Working with the Community and Field Trip and Study Tour. Hence we are trying our level best to</p>

	<p>update our students in skills related to the teaching and on the personal skills through various creative programmes in the campus. Student enrichment in teaching as a professional is ensured through skill based special training on KTET , SET and CTET. Almost all students used to qualify the teacher eligibility tests in their period of study here.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>The use of Indian languages is promoted through the activity in Language across Curriculum which requires students to find out the vernacular substitutions of subject related vocabulary. To promote the use of mother tongue, programmes in creative writing, art and literature are being organised. Programme and Course outcomes include topic outcomes related to progressive changes from ancient to modern Indian Education. There is an input of concepts of Indian culture and Indian languages in the core, optional and elective courses to develop cultural awareness and expression. The content of Enhancing Professional Capacity (EPC), Tasks and assignments, co-curricular programmes, and Field work - all highlight the cultural history at the regional and national levels. Students belonging to scheduled caste/tribe and other minority groups take part in academic and non-academic programmes and the interaction with them helps other students appreciate the diversified culture and respect others' beliefs and practices. Community Living Camp organised as a part of B.Ed. curriculum ensures the practice of constitutional values and understanding of Indian culture</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>OBE is put in to practice in the Current BED curriculum , PLOs and CLOs are fixed and defined well in the curriculum. Attainment of these objectives are ensured through the continuous assessment , that is through CE and TE . Besides , external practical board also checks this based on this rubrics.</p>
<p>6. Distance education/online education:</p>	<p>Our college is promoting it through various means . During COVID period we promoted online learning through ,google meet , teachment , google classrooms and whatsapp platforms. Students actively participated in it. After COVID pandemic , we continued it , online programmes were conducted on various subjects by using internal and external experts.</p>

**Institutional Initiatives for Electoral Literacy**

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes ,
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
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.	various Voter awareness programmes launched , video on my country my choice . Club members are teachers participated in it . Created it and shared it in group . Campaigned for 100 % voter turnout among students and in their family .
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.	Awareness lectures , posters on election procedure conducted in the institution. My country my choice video by selected students and teachers also shared and propagated the message of voting need among the trainees.
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.	Ensured the registration of students above 18 years in the election that just completed. Timely reminded all regarding the electoral registration through ELC in the institution.registration link shared and those students who were not registered at that time registered . We took data on the voters turn out in our institution and found it as 98.5 %.

## Extended Profile

### 1 Students

#### 1.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
200	150	100	100	100
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		

#### 1.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
100	100	50	50	50
File Description		Document		
Letter from the authority (NCTE / University / R		<a href="#">View Document</a>		
Institutional data in prescribed format		<a href="#">View Document</a>		

#### 1.3

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

2022-23	2021-22	2020-21	2019-20	2018-19
20	20	10	10	10
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		
Central / State Govt. reservation policy for adm		<a href="#">View Document</a>		

#### 1.4

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

2022-23	2021-22	2020-21	2019-20	2018-19
99	49	48	47	49
File Description		Document		
List of final year students with seal and signat		<a href="#">View Document</a>		
Institutional data in prescribed format		<a href="#">View Document</a>		

## 1.5

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

2022-23	2021-22	2020-21	2019-20	2018-19
98	49	48	47	49
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		
Consolidated result sheet of graduating students		<a href="#">View Document</a>		

## 1.6

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

2022-23	2021-22	2020-21	2019-20	2018-19
100	100	50	50	50
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		
Enrollment details submitted to the state / univ		<a href="#">View Document</a>		

## 2 Teachers

### 2.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
16	16	8	8	8

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Copy of the appointment orders issued to the tea	<a href="#">View Document</a>

## 2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
16	16	8	8	8

File Description	Document
University letter with respect to sanction of p	<a href="#">View Document</a>

## 3 Institution

### 3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
10.64	7.72	9.46	7.03048	9.35

File Description	Document
Audited Income Expenditure statement year wise d	<a href="#">View Document</a>

### 3.2

### Number of Computers in the institution for academic purposes..

#### Response: 4

File Description	Document
Invoice bills of purchase of computers	<a href="#">View Document</a>
Copy of recent stock registers	<a href="#">View Document</a>

## 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:**

Curricular aspects of B.Ed. course in Jamia Nadawiyya Training College are governed by the prescribed curriculum developed by Calicut University, Kerala as it is an affiliated college. Even though the institution lacks the autonomy to change the curriculum, faculty actively participates in in-house curriculum planning. For the effective implementation of the curriculum, the broad vision and goals of college are kept in mind. We conduct student orientation programme and teacher induction programme at the start of the academic year and give them copies of the syllabus for reference. The student diversity and their learning needs are assessed and taken into account in the process of reviewing and implementation of curriculum considering their feedback.

As members of the Board of Studies and Academic Council, our faculty members take an active part in the development of the curricula at the university level. It's important to note that during the COVID epidemic period certain revision of curriculum was made especially in the conduct of practical work. After the COVID period those temporary changes in the curriculum were dropped. This year's curriculum has not changed, and these procedures have been in place since the start of the academic year. The faculty put extra effort to plan for conducting extra classes for meaningfully translating curriculum in to activities. Besides completing the course syllabus faculty also give the guidelines about the nature of examination.

Meetings are held before the start of every new semesters to discuss and plan in advance the execution of courses in the subsequent semester .The college has a practice of inviting external experts to ensure the quality of education and objectivity in teaching learning processes .We at JNTC also focus on semester wise curriculum planning and reviewing to ensure whether any changes are required in the curriculum implementation.

The feedback taken from the stakeholders at the end of the session gives us an overview of what should be improved or removed in order to make the teaching process and content more student friendly.

B.Ed. students have freedom to select internship institutions from a pool of collaborating entries. The selected institutions are provided with comprehensive details about the internship procedures and requirements before its commencement. Student progress is monitored through internal assessments including tasks, assignments and unit tests with a clear schedule which is communicated in advance via semester plans and academic calendar. The evaluation and examination committee analyse student performance in public examinations and presents comprehensive reports to the staff council .At its own level, JNTC tries to cater to the emerging needs of the society by introducing the concept of smart classes and computer resources.



In response to the challenges posed by COVID-19 during the pandemic period, the institution shifted its mode of instruction to online platforms, supplemented by you-tube, slide share, Google class room, Google meet, teach mint and Zoom platform. The institution also organizes training programmes for students and teachers to navigate the new digital learning landscape.

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

### 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

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

### 1.1.3

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

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

**Response:** A. All of the above

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

## 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:** 96.67

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

2022-23	2021-22	2020-21	2019-20	2018-19
18	18	17	17	17

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

2022-23	2021-22	2020-21	2019-20	2018-19
18	18	18	18	18

#### **File Description**

#### **Document**

Data as per Data Template

[View Document](#)

Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum

[View Document](#)

Any other relevant information

[View Document](#)

Academic calendar showing time allotted for optional / electives / pedagogy courses

[View Document](#)

Paste link for additional information

[View Document](#)

### 1.2.2

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

**Response:** 4.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
5	3	4	4	5

File Description	Document
Data as per Data Template	<a href="#">View Document</a>
Brochure and course content along with CLOs of value-added courses	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

### 1.2.3

**Percentage of Students enrolled in the Value-added courses mentioned at 1.2.2 during the last five years**

**Response:** 61.08

**1.2.3.1 Number of students enrolled in the Value – added courses mentioned at 1.2.2 during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
98	99	50	50	100

File Description	Document
Upload any additional information	<a href="#">View Document</a>
List of the students enrolled in the value-added course as defined in 1.2.2	<a href="#">View Document</a>
Course completion certificates	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

### 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	<a href="#">View Document</a>
Document showing teachers' mentoring and assistance to students to avail of self-study courses	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

### 1.2.5

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

**Response:** 6.31

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

2022-23	2021-22	2020-21	2019-20	2018-19
1	01	01	21	17

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

## 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:**

To give fundamental understanding about the field of teacher education, the institution made number of efforts like induction/orientation programmes for the newly admitted students in which they are made aware about the course structure, syllabus, programme learning outcomes and theoretical and practical aspects of B.Ed. course. This orientation is done by the principal and two senior teachers generally for the all students and subject teachers or optional teachers for optional students. In the same way a number of expert talks is arranged for the students by the resource persons invited from the field of teacher education and other institutions.

The curriculum followed by the institute which is affiliated to University of Calicut helps students to give systematic knowledge and developed different skills through the courses like skill development programmes which include Micro Teaching, Discussion Lessons, Faculty Demonstration Lessons and Peer Criticism Lessons. Curriculum provides opportunities to develop the skill of creating Teaching Learning Material in the subject chosen, organizing exhibitions etc. Through the course of teaching learning competencies students learn different types of skills like interactions, group discussion, self expression capacities, self learning etc. Proper execution is done of all the activities involved in these courses which help in the holistic development of our student teachers. This procedure is followed continuously and systematically every year.

The curriculum aspects of courses at the Institute are governed by the University of Calicut which provides opportunities of application and outcome based learning to student teachers. For this different courses are included like reading and reflecting on text. This enables student teachers to enhance their capabilities as readers and writers and they apply these acquired competencies in their actual classrooms. Another course is critical understanding of ICT, which will focus on moving beyond computer literacy and ICT aided learning, which provides opportunity to student teachers to learn and prepare multimedia presentations which is an essential requirement of the professional life. Other courses are achievement test and diagnostic test. This will enable the student teachers to understand how much the learners have

achieved and how much the learners have not been able to achieve. The above courses are the essential part of our teaching learning process.

The college emphasizes strongly on developing different skills among the students. The transaction of various courses at the college is a strong focus on developing skills and competencies among the students. For developing emotional intelligence the course on "understanding the self" focus on the different aspects of the students in a self, re-examine one's childhood experiences- impacts strength and weakness-while emphasizing with one's childhood and also the childhood experience of one's peers. The course of art and drama in education will empower or enrich the communication skills of students. Number of opportunities are given to students to establish collaboration with others by doing innovative programmes in schools, ICT collaboration, mentor-mentee collaboration for doing action research and conducting various surveys which are a part of different courses, and the different organization of exhibitions with peer and others.

File Description	Document
Photographs indicating the participation of students, if any	<a href="#">View Document</a>
List of activities conducted in support of the above	<a href="#">View Document</a>
Documentary evidence in support of the claim	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

### 1.3.2

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

#### **Response:**

The college aims at making efficient teachers who not only possess teaching skills and competencies but are also aware of the school system in which they have to work. In this regard, the students are made aware of the school system in India through summarizing them about the various commissions, policies or acts. They were made aware about the popular boards in India like State Boards, CBSE, and ICSE. Students were also acquainted with the knowledge of different State Boards of India.

The initiatory school experiences of students serve as a valuable means to grasp the prevailing social climate in society. During these experiences, students encounter inclusive classrooms, assess the expertise of teachers, identify challenges faced by educators and evaluate the feasibility of various classroom practices. It helps students develop a nuanced understanding of the complexities inherent in teaching and learning, fostering more inclusive and culturally responsive teaching approach.

In this regard, a meeting is organized for planning activities and assigning activities to the students. For

this purpose students are divided into groups and the activities were planned: like seminar, group discussion, project and multimedia presentation through which the task was completed successfully.

File Description	Document
Documentary evidence in support of the claim	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Action plan indicating the way students are familiarized with the diversities in Indian school systems	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

### 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 institution cultivates a holistic learning environment for prospective teachers, encompassing social, moral, cultural and academic development. Beyond knowledge transfer, this institution empowers prospective teachers and teacher educators with the necessary knowledge and pedagogical skills. Prospective teachers develop a theoretical and practical understanding of teaching through practicing micro and macro level skills. This journey begins with an exploration of theoretical and practical aspects of micro teaching and its skills. Students are provided platform for practicing micro teaching skills during which they practice and master the skill as per their curriculum.

The courses are taught using learner centered methods to enhance student's confidence in class room teaching and administrative roles. The hands-on curriculum equips future educators with a diverse skillset. This includes practices like micro teaching, focused lessons, mastering subject-specific vocabulary, dissecting question structures, citing content sources, critically evaluating diverse articles, and developing engaging learning materials. Additionally, workshops explore cutting-edge teaching methods like integrating art, drama, and information and communication technologies to ensure students remain up-to-date.

To ensure effective lesson plans and their successful execution, students participate in peer discussions, faculty demonstrations, critique sessions, and internship programs. These experiences immerse them in the school environment and teacher responsibilities, from initial stages to practical application. These experiences provide students with a broad range of activities, including assisting with school tasks, managing and interpreting psychological assessments, achievement and diagnostic tests, delivering targeted instruction, and leading physical education classes. This equips them with the necessary skills to excel in their professional roles.



The innovative internship program encourages students to explore and experiment with novel teaching approaches. Practices like action research and self-evaluation foster a research mind-set and continuous improvement in teaching methods. The program prioritizes student well-being and the cultivation of interpersonal skills. Practices like yoga, communal living experiences, self-discovery workshops, educational excursions, and real-world community engagement contribute to achieving these objectives. Quizzes, debates, workshops, field visits, expert talk, assignment writing, action research, etc. are the curricular experiences provided during the B.Ed. programme.

<b>File Description</b>	<b>Document</b>
Documentary evidence in support of the claim	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

## 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

<b>File Description</b>	<b>Document</b>
Sample filled-in feedback forms of the stake holders	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

### 1.4.2

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

**Response:** B. Feedback collected, analysed and action has been taken

<b>File Description</b>	<b>Document</b>
Stakeholder feedback analysis report with seal and signature of the Principal	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Action taken report of the institution with seal and signature of the Principal	<a href="#">View Document</a>

## 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	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Approved admission list year-wise/ program-wise	<a href="#">View Document</a>
Approval letter of NCTE for intake for all programs	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Any additional link	<a href="#">View Document</a>

#### 2.1.2

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

**Response:** 100

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

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

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

### 2.1.3

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

**Response:** 0.86

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

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

<b>File Description</b>	<b>Document</b>
List of students enrolled from EWS and Divyangjan	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Certificate of EWS and Divyangjan	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

## 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 assessment and support mechanisms for students at the institution are comprehensive and tailored to address diverse learning needs. Prior to the start of the program, prospective students undergo a rigorous selection process, including interviews conducted by a selection committee. This initial interaction helps gauge their knowledge, needs, and skills, ensuring that the institution can appropriately tailor its educational offerings to support each student's individual requirements.

In addition to the selection interview, the college administers an Entry Behavior Test specifically for B.Ed students. This test evaluates essential aspects such as teaching aptitude, language proficiency, comprehension skills, and general knowledge. The results from these assessments play a crucial role in shaping the curriculum and support services offered by the institution. By identifying areas where incoming students may require additional support, the college can proactively design programs aimed at bridging any gaps and ensuring that students are well-equipped to succeed in their chosen courses.

Throughout their academic journey, students benefit from ongoing assessment through routine unit tests. These tests serve a dual purpose: they help educators identify both slow learners who may need extra support and advanced learners who may require more challenging opportunities. Recognizing the heterogeneous nature of the student body, the institution fosters a democratic learning environment that supports participatory and technology-enabled learning methods.

According to the guidelines set forth in NEP 2020 (4.39), advanced learners receive specialized attention. They are given advanced-level assignments and often serve as peer tutors, providing coaching to their fellow students. Additionally, advanced learners are encouraged to participate in various academic competitions, workshops, and seminars, which further enrich their educational experience. The institution supports these students with supplementary reading materials, projects, and opportunities for content creation, such as blogs, YouTube channels, and e-content development.

Conversely, for students identified as slow learners, the institution provides dedicated support mechanisms. This includes daily tutorial sessions focused on topics that require additional attention. The remedial coaching center specifically caters to students from marginalized backgrounds, including SC/ST and minority students, offering them personalized support to enhance their academic performance. Tutorial hours are also utilized for counseling sessions and feedback discussions, ensuring that every student receives the necessary guidance to thrive academically.

The importance of technology and presentation skills in today's world, the institution encourages all students to showcase their abilities through multimedia presentations. Whether creating videos or audio presentations, students are given opportunities to demonstrate their technological prower and communication skills. This initiative not only enhances their academic development but also prepares them for future professional endeavors.

Moreover, the institution fosters a supportive tutor-ward system where each student is paired with a tutor who provides mentorship and guidance throughout their academic journey. This personalized approach ensures that students receive individualized attention and support, further contributing to their overall growth and success.

In conclusion, the institution's approach to student assessment and support is comprehensive and inclusive, aiming to cater to the diverse learning needs of its student body. By fostering a nurturing environment and offering personalized support services, the institution ensures that all students have the opportunity to achieve their full potential academically, professionally, and personally.

<b>File Description</b>	<b>Document</b>
The documents showing the performance of students at the entry level	<a href="#">View Document</a>
Documentary evidence in support of the claim	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

### 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:** B. Any 4 of the above

<b>File Description</b>	<b>Document</b>
Reports with seal and signature of Principal	<a href="#">View Document</a>
Relevant documents highlighting the activities to address the student diversities	<a href="#">View Document</a>
Photographs with caption and date, if any	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

### 2.2.3

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

**Response:** Whenever need arises due to student diversity

<b>File Description</b>	<b>Document</b>
Reports with seal and signature of the Principal	<a href="#">View Document</a>
Relevant documents highlighting the activities to address the differential student needs	<a href="#">View Document</a>
Photographs with caption and date	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

#### 2.2.4

**Student-Mentor ratio for the last completed academic year**

**Response:** 12.5

##### 2.2.4.1 Number of mentors in the Institution

Response: 16

<b>File Description</b>	<b>Document</b>
Relevant documents of mentor-mentee activities with seal and signature of the Principal	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

## 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:**

Teachers at JNTC College employ a diverse range of student-cantered teaching methods to enhance the learning experience, reflecting a multi-modal approach within their teacher education programs. These strategies are designed to cultivate the skills of graduate and post-graduate learners, aiming to equip them not only with academic knowledge but also with the practical skills necessary to excel as innovative educators and contributing members of society.

Experiential learning serves as a cornerstone of this approach, allowing students to actively participate in real-world scenarios. By engaging directly with practical experiences, learners deepen their

understanding and application of theoretical concepts. At JNTC College, robust support systems are in place to facilitate this process, ensuring that students receive both the facilities and the necessary guidance to maximize their learning potential. Subject teachers act as mentors, guiding students in the preparation of lesson plans, teaching materials, and appropriate teaching methods tailored to the subject and educational level. This personalized mentorship extends to the selection of evaluation methods, ensuring that assessments align closely with the educational objectives.

Participatory learning further enhances student engagement by encouraging active collaboration among peers. Through community outreach initiatives and group-based activities overseen by dedicated teacher mentors, students take ownership of their learning journey. This approach includes practical experiences such as conducting lesson plans in various school settings as part of internship programs, under the supervision of teacher educators who play a crucial role in guiding and evaluating their progress.

Faculty members also benefit from ongoing professional development through orientation programs and refresher courses. These initiatives empower educators to engage in project work and seminar presentations under the mentorship of experienced professors, fostering a culture of continuous learning and innovation among the teaching staff.

Brainstorming sessions stimulate creativity by prompting students to generate and share ideas freely, while focused group discussions promote peer learning and effective communication skills. These interactive methods are integral to creating dynamic learning environments that cater to diverse learning styles and foster collaborative problem-solving.

In leveraging online modes of learning, the institution embraces flexibility and accessibility, harnessing technology to expand educational opportunities beyond traditional classroom settings. This includes facilitating online interactions and feedback sessions, allowing students to engage with course materials and their peers in virtual environments.

The college organizes various scholastic and co-scholastic activities to enrich the student-centered learning experience. Events such as seminars on micro-teaching, pedagogical analysis, and the preparation of low-cost teaching-learning materials encourage active participation and scholarly engagement among students. These initiatives not only deepen subject knowledge but also promote critical thinking and practical application of teaching methodologies.

Throughout these efforts, the overarching goal remains to create an inclusive and supportive learning community where each student can thrive academically and professionally. By adopting a multi-modal approach to teaching and learning, JNTC College ensures that graduates are well-prepared to meet the challenges of contemporary education and contribute positively to society.

In conclusion, JNTC College's commitment to student-centered education through a multi-modal approach reflects its dedication to fostering holistic development and lifelong learning among its students and faculty alike. Through innovative teaching practices and supportive mentorship, the college continues to uphold its mission of empowering future educators and leaders in the field of education.



File Description	Document
Course wise details of modes of teaching learning adopted during last completed academic year in each Programme	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 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:** 51.79

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

2022-23	2021-22	2020-21	2019-20	2018-19
11	10	5	1	2

File Description	Document
Data as per Data Template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Link of LMS	<a href="#">View Document</a>

### 2.3.3

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

**Response:** 100

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

**Response:** 200

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

### 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:** B. Any 3 of the above

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

### 2.3.5

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

**Response:**

Mentoring plays a pivotal role in teacher education programs, aiming to shape attitudes, beliefs, and personal backgrounds of teacher trainees. It fosters a comprehensive understanding of each learner, enabling mentors to provide tailored and effective support. Each learner is assigned a dedicated mentor

who engages in special tutor hours, facilitating discussions on the mentee's personal background. This holistic approach strengthens the mentor-mentee relationship, promoting openness and effective communication while offering guidance and counselling opportunities.

The mentorship process at JNTC College is designed to enrich the educational experience through diverse teaching methods, materials, and extracurricular activities. The primary goal is to expose trainees to varied experiences that enhance their professional skills. Professional training at JNTC emphasizes active learning, cooperative learning, inductive teaching, inquiry-based learning, case-based instruction, problem-based learning, and discovery learning. These methods encourage reflective learning at every stage, fostering collaborative group work both in and out of the classroom. For instance, faculty members engage students in analysing societal power dynamics (such as gender and minority status) through the lens of their own cultural perspectives, including historical background, language, and literacy.

The student body at the training college comprises adult learners who juggle multiple roles as students, homemakers, parents, spouses, and breadwinners. Recognizing these diverse responsibilities, the institution provides a supportive environment that accommodates the unique needs of each learner.

During practice teaching internships, mentoring is pivotal at various levels, with mentors including subject teachers and school/college educators. This support ensures that trainees receive guidance on managing challenges that arise in educational settings, such as student interaction and staff relations. This practical guidance helps bridge the gap between theory and practice, equipping trainees with the skills and confidence needed for successful teaching careers.

Furthermore, JNTC College emphasizes the importance of live projects, field visits, and other experiential learning opportunities to complement classroom instruction. These activities not only deepen subject knowledge but also cultivate practical skills and critical thinking abilities among trainees. By engaging in real-world scenarios, students gain firsthand experience in applying theoretical concepts to practical teaching situations.

The institution's commitment to mentoring extends beyond academic guidance to encompass personal and professional development. Mentors provide individualized support tailored to the unique needs and goals of each trainee, fostering a nurturing environment where personal growth and learning flourish. This mentorship approach not only supports immediate academic success but also cultivates lifelong learning habits and a reflective teaching practice among future educators.

In conclusion, JNTC College's holistic approach to teacher education through mentoring and diverse teaching methodologies ensures that graduates are well-prepared to meet the complex demands of modern education. By nurturing a supportive mentorship environment and providing diverse learning experiences, the college equips its students with the skills, knowledge, and confidence to thrive in their careers as educators and leaders in the field of education.

<b>File Description</b>	<b>Document</b>
Documentary evidence in support of the claim	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**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:** E. Any 1 or none of the above

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

**2.3.7**

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

**Response:**

Experiential learning at JNTC College actively engages students in real-world experiences, fostering deeper understanding and practical application of knowledge. The college provides comprehensive support and facilities, employing effective teaching strategies that enhance students' knowledge and prepare them to excel as both competent academics and innovative educators. Subject teachers play a pivotal role as mentors, guiding students in developing lesson plans, teaching materials, and instructional aids. They also assist in selecting appropriate teaching methods, crafting questions suitable to the topic and educational level, and determining evaluation criteria for assessing learning outcomes.

The teaching-learning process at JNTC is designed to cultivate well-rounded individuals beyond traditional academic pursuits. Emphasizing creativity, critical thinking, empathy, and life skills, the institution aims to produce graduates who are not only academically proficient but also well-equipped to thrive in a rapidly evolving global landscape. Two core themes integral to achieving these goals are highlighted within the college:

**1. Digitally Enhanced Learning Environment:** Amid the COVID-19 pandemic, JNTC College has undertaken significant initiatives to modernize its educational approach, emphasizing enhanced digital experiences in anticipation of future technological advancements. Key initiatives include:

- **Online Collaborative Learning Platform (OCLP):** Facilitates online teaching-learning activities, enabling students to access course materials and interact with faculty. Students collaborate on creating videos and sharing subject-specific notes.
- **Use of Learning Management Systems (LMS):** Platforms such as Google Classroom and Teach Mint are utilized for managing educational activities and monitoring exam-related processes.
- **JNTC YouTube Channel:** Features expertise from faculty and student contributions, disseminating educational content.
- **Day Celebrations:** Various clubs organize events celebrating important days, providing opportunities for students to showcase technological skills.
- **Workshops:** Exclusive workshops are conducted for B.Ed. students to enhance IT skills, develop teaching resources, and utilize digital tools for assessments.
- **Faculty Engagement:** Faculty members share assignments and study materials through digital platforms, fostering a collaborative learning environment.
- **Digital Infrastructure:** The campus is equipped with IT resource centers and digitalized classrooms to support a technology-friendly learning environment.
- **Enhancing Professional Competencies:** Practical tasks addressing socially relevant issues like drug addiction and palliative care are integrated into the B.Ed. curriculum.

**2. Extended Opportunities for Diverse Learners:** As an institution dedicated to teacher education and its broader social impact, JNTC College actively seeks to meet the diverse needs of its learners through various initiatives:

- **Each One Teach One Initiative:** Empowers student teachers through multimedia platforms, enhancing presentation and teaching skills while fostering a culture of innovation and awareness.
- **Institutional Visits:** Visits to institutions like Love shore Special School promote values of inclusive education among students.
- **School Adoption Projects:** Initiatives such as the Spark project involve adopting schools and conducting academic and non-academic activities.
- **Community Engagement:** Students contribute to district youth festivals and other community events, gaining practical experience and enriching their educational journey.

These initiatives underscore JNTC College's commitment to providing a holistic educational experience that prepares graduates not only for academic success but also for meaningful contributions to society. By integrating cutting-edge technology, fostering inclusive practices, and promoting community engagement, the college ensures that its learners are equipped with the skills and knowledge to excel in diverse professional environments.

File Description	Document
Documentary evidence in support of the claim	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 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:** D. Any 2 or 3 of the above

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

### 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:** C. Any 4 or 5 of the above

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

### **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:** B. Any 3 of the above

<b>File Description</b>	<b>Document</b>
Details of the activities carried out during last completed academic year in respect of each response indicated	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

#### **2.4.4**

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

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

**Response:** A. All of the above

<b>File Description</b>	<b>Document</b>
Samples prepared by students for each indicated assessment tool	<a href="#">View Document</a>
Documents showing the different activities for evolving indicated assessment tools	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

#### **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:** D. Any 2 of the above

<b>File Description</b>	<b>Document</b>
Sample evidence showing the tasks carried out for each of the selected response	<a href="#">View Document</a>
Documentary evidence in respect of each response selected	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**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

<b>File Description</b>	<b>Document</b>
Report of the events organized	<a href="#">View Document</a>
Photographs with caption and date wherever possible	<a href="#">View Document</a>
Documentary evidence showing the activities carried out for each of the selected response	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

**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:** C. Any 2 of the above

File Description	Document
Samples of assessed assignments for theory courses of different programmes	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

#### Other Upload Files

1	<a href="#">View Document</a>
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#### 2.4.8

**Internship programme is systematically planned with necessary preparedness..**

**Response:**

The institution collaborates closely with surrounding schools to facilitate an internship program where teacher trainees are placed under the supervision of school authorities. This initiative aims to fulfill the practical requirements of the trainees' academic journey effectively.

#### **Planning and Execution of School Internship**

Topmost priority is given to aligning the academic calendars of both the institution and the schools hosting the internship. This meticulous planning ensures the smooth execution of the school internship program across various educational settings, optimizing its intended outcomes.

#### **Practice Teaching Experience**

Integral to the current curriculum, the internship serves as a capstone experience preparing trainees for the challenges and expectations of the teaching profession. Over a continuous period of 16 weeks (80 days), selected schools host trainees who are tasked with delivering a minimum of 60 lessons in their chosen optional subjects. Each trainee must incorporate at least 3 ICT-enabled lessons during this period, spanning both elementary and secondary school levels.

#### **School Experience and Internship Responsibilities**

Trainees are allocated to different practice teaching schools where they actively participate in organizing co-curricular activities alongside regular faculty members. Additionally, they engage in constructing achievement tests, conducting qualitative and quantitative analyses of results, administering diagnostic tests, identifying learning difficulties, conducting action research, preparing reflective journals, and utilizing psychological assessment tools. These experiences collectively enhance their practical teaching skills and deepen their understanding of educational methodologies.

### Procedural Steps for Practice Teaching

1. **Consent and Coordination:** The college principal contact with school heads to secure consent and collaboration for hosting trainees during the internship period.
2. **Discussion and Preferences:** Optional subject teachers and student teachers engage in discussions to determine preferences for school placements based on educational objectives and personal interests.
3. **Assignment and Leadership:** A detailed allotment list of student teachers is prepared, outlining their assignments across different schools and designating group leaders to facilitate coordination.
4. **Formal Communication:** The allotment list, accompanied by formal communication, is sent to school principals through designated group leaders. This initiates discussions regarding teaching assignments and classroom responsibilities.
5. **Preparation and Orientation:** Before the internship begins, an interactive session is conducted by the principal and faculty members with student teachers. This session aims to prepare trainees for their roles, clarify expectations, and address any concerns about the internship experience.

By adhering to structured procedures and fostering collaborative partnerships with schools, the institution ensures that its internship program not only meets educational standards but also provides comprehensive training and developmental opportunities for future educators. This approach underscores the institution's commitment to nurturing competent and well-prepared teachers capable of thriving in diverse educational environments.

File Description	Document
Documentary evidence in support of the claim	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

#### 2.4.9

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

**Response:** 6.19

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

Response: 16

<b>File Description</b>	<b>Document</b>
Plan of teacher engagement in school internship	<a href="#">View Document</a>
Internship certificates for students from different host schools	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Copy of the schedule of work of internees in each school	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

**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:** D. Any 2 or 3 of the above

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

**2.4.11****Institution adopts effective monitoring mechanisms during internship programme.****Response:**

The process of practice teaching has to be, as it actually is, in tune with the guidelines of the NCTE and the University of Calicut.

*Practice teaching*

Under the existing provision, each student trainee has to give a total of 60 lessons during the entire course of practice teaching. All the lessons are given the concerned practice teaching schools to each trainee, in the presence of subject teachers of the schools.

During the practice teaching, the trainees transact one or two lessons in a day as per the school time table with more emphasize being placed on effectiveness.

*Monitoring mechanisms*

Teacher educators and the mentors of each school check and approve all the lesson plans before delivered them.

*Feedback mechanism*

Teacher educators and the mentors observe the classes of intern while observing the classes, the teacher educators record their comments on a set of evaluation Performa ie, in supervision diary of the student teachers. Likewise, the mentors of concerned schools observe the classes and note their suggestions in the supervision diary of the

trainees. This helps to improve the lesson plan as per the need of the students and the content. So far the feedback and monitoring mechanisms is concerned principal of the college use to go to the various practice teaching schools to discuss with the headmaster, teacher educators, mentors and student teachers regarding the progress of this task. This feedback helps to know the progress and the problems the student teachers are facing in taking and managing the classes. After completion this practice teaching in schools, a feedback session is conducted in the college in the presence of the principal and the teacher educators. Besides, all student teachers share their experiences in the schools and to give some suggestions for further improvement in their teaching performance. Besides, each trainee prepares reflective journal of their practice teaching.

<b>File Description</b>	<b>Document</b>
Documentary evidence in support of the response	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**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

<b>File Description</b>	<b>Document</b>
Two filled in sample observation formats for each of the claimed assessors	<a href="#">View Document</a>
Assessment criteria adopted by each of the selected persons (For Bachelor and PG Programmes as applicable)	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

**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:** D. Any 1 or 2 of the above

<b>File Description</b>	<b>Document</b>
Format for criteria and weightages for interns' performance appraisal used	<a href="#">View Document</a>
Five filled in formats for each of the aspects claimed	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Any additional Link	<a href="#">View Document</a>

## 2.5 Teacher Profile and Quality

### 2.5.1

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

**Response:** 100

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

### 2.5.2

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

**Response:** 35.71

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

**Response:** 4

<b>File Description</b>	<b>Document</b>
Data as per Data Template	<a href="#">View Document</a>
Certificates of Doctoral Degree (Ph.D) of the faculty	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

**2.5.3**

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

**Response:** 8.06

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

Response: 129

<b>File Description</b>	<b>Document</b>
Copy of the appointment letters of the fulltime teachers	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

**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:**

JNTC makes it imperative for teachers to keep a close eye on emerging trends and needs in teacher education and remain updated professionally in a number of ways:

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

The college has itself established an Institutional Performance Appraisal System to go abreast with the global competitive market and to trigger the professional growth of the faculty members. A committee headed by the Principal and IQAC Coordinator evaluates the annual professional development activities of the faculty members and certifies the genuineness and reinforces their merits. This internal performance appraisal improves the quality of faculty members and becomes an added advantage for their promotion and placement

**2. Collaborative Initiatives for Professional Engagement**

The institution has collaborated with JNTTI and JN Arts college and organized a number of programs where the faculty served both as participants and resource persons.

**3. Share information with colleagues with other institutions on policies and regulation**

Faculty have been actively participating in various seminars, workshops and faculty development



programs on recent developments in teacher education and research that foster cognitive insights, positive social interaction, active engagement in learning and self-motivation.

#### 4.Persuing of academic qualifications by faculty

The institution provides a favourable atmosphere to faculty to attain higher educational qualification.3 of the teachers are doing their Ph D during this tenure,additional degrees are also being secured.These comprehensive initiative ensure that faculty members have the necessary knowledge and resources to deliver high-quality education

File Description	Document
Documentary evidence to support the claims	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 2.6 Evaluation Process

### 2.6.1

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

##### Response:

The programmes provided by the college are professional in nature and hence continuous internal evaluation of student learning is a key focus throughout. Daily evaluation is done by teachers in their respective class hours using simple techniques informally such as identifying the muddiest part, one minute reflection, short duration tests and questioning, and also in a formal manner for the following aspects in various ways:

**Curricular works:** The various courses of B.Ed. programme include internal exams as well as undertaking assignments given in the course outline. Besides, model exams are conducted for academic improvement and the Evaluation and Examination Committee of the institution publishes these marks, seeks feedback and directs for grievance redressal, if any. In case of any relevant reasons for absence in these exams, provision for retest is provided to provide emotional support to the students. Exams are conducted in varying modes including objective type, descriptive type, using e platform google forms .

**Practical works:** The programmes include a number of practical works in varying nature. The college-based practicals like microteaching, lesson plan preparation, demonstration classes, criticism classes are evaluated on the basis of rubrics, observation and reports. Field based practicals like Practice teaching Internship, visit to educational institutions are also evaluated through records and direct observation.

**Participation, presentation and reports** submitted are evaluated for activities like Data Analysis Workshop, Enhancing Professional Competency, Module preparation and ICT Workshop.

Practicals such as peer teaching, seminar, ICT Workshop are evaluated through observation, rating scale and valuation of report.

**Social skills** are evaluated through compulsory participation in community living camp, field trips and study tours.

**Engagement in Physical and health** related activities are assessed through participation in activities related to physical and health education programmes like sports and yoga.

**Skill in** preparation of teaching learning materials is evaluated based on the products created in workshops including charts and models .

The assessment of the evaluation process and its procedures is done by analyzing the feedback obtained at the conclusion of each academic session. This feedback is then reviewed and discussed in faculty meetings, where suggestions for improvement are solicited. Based on the feedback received, the examination cell formulates the evaluation procedures for the upcoming academic session and maintains a transparent and effective mechanism for address grievance related to conduct of internal examination. All the various subject teachers handling a particular course are entitled for reflection, feedback and evaluation.

File Description	Document
Relevant documents related to Internal Evaluation System at the institution level with seal and signature of the Principal	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 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:** B. Any 3 of the above

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

### 2.6.3

#### **Mechanism for grievance redressal related to examination is operationally effective**

##### **Response:**

- The college has a well-organized system for resolving exam-related grievances which adheres to rules prescribed by the University. To enhance the quality of Continuous and Comprehensive Evaluation of all programmes, an Evaluation Monitoring Committee, renamed as Evaluation and Examination Committee (EEC) is functioning in the college.

The college follows a two-level mechanism for redressal of grievances. Students seek redressal of grievances of internal evaluation at the course coordinator level through teacher educator and at the Evaluation and Examination Committee level.

- In case of any grievances regarding the internal assessment, the student is free to contact the teacher educator and get it resolved. The unresolved grievance, if any, is referred to Evaluation and Examination Committee.
- In addition, Grievance Redressal Cell is the appellate body to hear and decide on the matters related to academic, discipline, and co-curricular activities of the students. There is no grievance from the part of students regarding examination related matters referred to Grievance Redressal Cell so far, as all the grievances related to internal marks are resolved by the Evaluation and Examination Committee itself.
  - The results of internal assessment of theory and practical courses are displayed on the Notice board and communicated to the students. The students have the provision to address their grievances to the concerned course coordinators who communicate the same to the concerned teacher and also before the Evaluation and Examination Committee.
  - The corrected answer papers are distributed to the students for verification and the grievances, if any, are redressed immediately. Faculty members overhaul any errors in the total of marks or in the assessment of answer books that students have noticed.
  - The grievances of the students with reference to internal assessment are made clear by

showing his/her performance in the answer sheets and reports of concerned practicals. The answer sheet of such a student is assessed by the faculty once again in the presence of the student. Any corrections in the total marks or assessment of answer sheets as identified by the students are immediately done by the faculty members.

- If a student is unable to appear for an internal examination for the theory papers, due to medical or other legitimate reasons, re-test is held for that student in accordance with the rules.
- Students' internal marks are informed to the parents.
- The marks obtained by the students for internal and external examinations are communicated to the concerned tutor. Necessary guidance will be given to the ward by the tutor.
- Any complaints about the university question paper, such as out-of-syllabus questions, repetition of questions, incorrect question numbers, or improper weightage of content, are addressed to the Principal, who will take appropriate action immediately.
- The entire mechanism for dealing with examination-related grievances is time-bound, according to the University rules and regulations.
- If a student has a complaint about the evaluation of university answer scripts, will be reported to the subject handling faculty and, if necessary to the head of the institution. Necessary guidelines will be given by the faculty or Principal regarding the further procedures.

File Description	Document
Relevant documents reflecting the transparency and efficiency related to examination grievances with seal and signature of the Principal	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

#### 2.6.4

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

##### **Response:**

The Institution adheres to the University academic calendar and then prepare College Academic Calendar consisting curricular, co-curricular and extra-curricular activities for the smooth conduct of Continuous Internal Evaluation (CIE). The academic calendar includes dates for the commencement and completion of the semesters, curricular activities, important days, cocurricular activities, as well as internal exam schedules. The academic calendar also includes tentative dates for practical exams, and University exams. The time-table is prepared in accordance with the academic calendar and University policies.

- The institution prepares Academic Calendar every year to keep students, teaching and nonteaching faculty reminded of important dates and events related to curricular and cocurricular activities throughout the academic semester and year.

- In the beginning of the academic session, the students are familiarized with academic calendar and same is uploaded on college website and hard copy is provided to each student
- The comprehensive academic calendar helps the students to work and prepare for practicals and exams in tune with it.
- The Schedule of all Examinations, practicals and Enhancing Professional Competency (EPC) is given in academic calendar.
- In addition to Academic Calendar, semester plans covering curricular activities are prepared for each semester for all programmes. Copies of semester plan are displayed in the notice board and the same is sent to the class whats app group. It is updated and revised with respect to any changes suggested by the university.
- Evaluation and Examination Committee (EEC) announces exam dates, instructions for task and assignments, Enhancing Professional Competency (EPC) and practicals as per the academic calendar.
- Task and Assignments, Enhancing Professional Competency (EPC) documents, Records of practicals are submitted by students as per the dates given in Academic Calendar.
- Date of Mid evaluation of internship is also provided in the Academic Calendar
- Students' academic progress is monitored regularly by adopting the strategy of continuous internal assessment - through seminars, project work, unit tests, digital tests, online t tests, assignments, Enhancing Professional Competency courses, pre-practice sessions, internship and semester end examinations
- The Principal holds curricular and co-curricular review meetings on a regular basis to ensure that all activities on the academic calendar are being implemented and progressed. If necessary, changes to activity schedules are made based on these review meetings. Furthermore, additional lectures are planned to complete the syllabus before the university examination.

File Description	Document
Any other relevant information	<a href="#">View Document</a>
Academic calendar of the Institution with seal and signature of the Principal	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 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:**

Every programme has programme learning outcomes (PLO), programme specific outcomes (PSO), and course learning outcomes (CLO) that are all clearly stated. These are widely publicized by displaying on college website as well as on the beginning section of curriculum of the prescribed programme and syllabus of each course. These outline the knowledge and skills that would be expected to be possessed by a student, in a particular subject, upon the completion of their undergraduate/postgraduate course. Before the start of each semester, teachers prepare a detailed course schedule and follows the course outline closely, using time tables that are set according to the outline to ensure timely coverage of the course. The teaching methodologies adopted are carefully selected to meet the PLOs and CLOs.

The PLO and CLO are also kept in mind when preparing the course schedule which includes the desired learning outcome that the teacher attempts to achieve. The Course Outcome is explicitly stated by the teacher at the beginning of the semester while discussing the course syllabus. The learning outcome is also communicated to students at the start of each lesson.

All aspects of teaching and learning are aligned with the Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) within the curriculum framework of the Affiliating University. To ensure this alignment, the faculty prepares monthly and semester plans based on the CLOs outlined in the syllabus for each course in the program. In addition, mentoring of students by mentor teachers is used to supervise their progress throughout the course.

The institution conducts internal examinations in the form of unit tests and a model examination at the end of the semester to prepare the students for their final examination. Learning activities assigned to all students as part of the course outline form an important component of internal evaluation.

Besides focussing on cognitive aspects only, affective development as put forth by the PLO and CLOs are achieved through student participation in a number of first hand experiences like Yoga sports cultural activities, Practical works and co-curricular activities.

<b>File Description</b>	<b>Document</b>
Documentary evidence in support of the claim	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**2.7.2****Average pass percentage of students during the last five years**

**Response:** 100.34

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

2022-23	2021-22	2020-21	2019-20	2018-19
99	49	48	48	49

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

### 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:**

Program Learning Outcomes along with Course Learning Outcomes are useful in developing a framework for teaching and learning. The course outcomes also provide a clear picture of the course's employability, skill development, and entrepreneurship prospects.

To achieve the stated PLOs and CLOs the BEd broadly categorized into Theory Course and Practical Course over 4 semesters of 100 working days each. Through the specified theory course, students attain theoretical know-how on Philosophical and Sociological aspects of society, Psychological Development of the Learner, School Organization, Assessment Techniques, Methodological and Pedagogical Aspects of Teaching various School Subjects. The Practical Course is greatly emphasized for

For B Ed , The practical course is of three types , college based , community based and school based. College based practical include Microteaching, Peer Discussion Lessons, Faculty Demonstration Classes, Criticism Classes, Enhancing Professional Competencies (EPCs), Yoga, Health and Physical Education, Preparation of teaching learning materials and Art and Drama in Education. Community based Practical include Community Living Camp, SUPW, Working with community and Field trip/ study tour.

School based Practical include One week Initiatory School Experiences and 80 days School Internship. The attainment of PLOs and CLOs of theory courses are monitored through internal evaluation consisting of unit tests, model exams and tasks and assignment; and external evaluation

through university examination. The Practical courses are evaluated through direct observation and record keeping. The B Ed programme attains its major aim through practice teaching internship. During the teaching practice session, a student teacher delivers 60 lessons including 3 ICT integrated. These are observed by teacher educators and school mentors, who keep a record of their findings in the supervisor's diary. Moreover, the Principal of the institution visits various practice teaching schools to discuss with the headmaster, school mentors, and the student teacher regarding the progress of their teaching competency. Furthermore, feedback about student teachers' classroom performance is received through the interactions with the headmaster and school mentors in relation to their performance as a teacher trainee. Following the completion of the practice teaching in schools, a feedback session is held in the institution to share experiences of student-teachers in schools and suggestions for improvement in teaching performance. Teaching skills are further evaluated by an external group of experts appointed by the University.

File Description	Document
Documentary evidence showing the performance of students on various internal assessment tasks and the LOs achieved	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 2.7.4

### Performance of outgoing students in internal assessment

**Response:** 98.99

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

Response: 98

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

## 2.7.5



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

**Response:**

The institution initially assessed learning needs of every child through mentoring techniques. The students receive counselling through mentoring to evaluate their readiness to undergo the course and provide emotional support.

Specific feedback is given to the students after the evaluation of assessment tasks which are evaluated on the basis of criteria already given for assessment. Students learn to evaluate the quality of their own and their peers' work against well defined learning goals and criteria for developing assessment skills and reflective practices. All the activities carried out in the institution motivate each and every learner to reflect on their performance against already identified needs. During the initial mentoring session, the students those who are identified with poor communication skill and teaching skills are provided with adequate opportunities to refine their skills through various programmes like Enhancing Professional Capacities, Micro Teaching, Criticism Classes and Practice teaching internship. Through these self and peer evaluation approaches, students are able to do ipsative assessment. This approach helps create a holistic and well-rounded individuals equipped with 21st century skills as suggested by NPE 2020 (in para 4.6). Unit tests and model exams are conducted to assess the students' academic performance. The test questions are set by the faculties in charge, taking into consideration the students' learning needs identified at the entry level, their responses in the classroom, and the course/lesson covered.

Teacher made tests are usually used in this assessment. The test papers are then evaluated , and the general performances of the students are discussed in a review class after the test.Faculty meeting also review the assessment strategies and their outputs regularly.

Among the many instances reflecting students enhanced performance one case is mentioned for sample reference.Sneha , student of B Ed physical science(2022-2024) was amongst the psychological disorder student of the class.

Through continual mentoring and motivation, she has been able to showcase improved standards of academic performance in academics and cultural activities. She has also been able to perform well in practice teaching session in school.

Hanima student of B Ed social science was a specially abled person and through our planned mentoring and motivation , she has been able to show case high standard of performance in academics.

File Description	Document
Documentary evidence in respect to claim	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 2.8 Student Satisfaction Survey

### 2.8.1

**Online student satisfaction survey regarding teaching learning process**

**Response: 3.63**

## 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..**

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

File Description	Document
Sanction letter from the funding agency	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

#### 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)**

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

File Description	Document
Sanction letter from the funding agency	<a href="#">View Document</a>
Income expenditure statements highlighting the research grants received, duly certified by the auditor	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 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:** C. Any 2 of the above

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

### 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:** C. Any 2 of the above

<b>File Description</b>	<b>Document</b>
Reports of innovations tried out and ideas incubated	<a href="#">View Document</a>
Documentary evidences in support of the claims for each effort	<a href="#">View Document</a>
Details of reports highlighting the claims made by the institution	<a href="#">View Document</a>
Copyrights or patents filed	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 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:** 0.09

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

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

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

### 3.2.2

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

**Response:** 0.18

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

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

<b>File Description</b>	<b>Document</b>
First page of the published book/chapter with seal and signature of the Principal	<a href="#">View Document</a>
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	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 3.3 Outreach Activities

### 3.3.1

**Average number of outreach activities organized by the institution during the last five years..****Response:** 6.8**3.3.1.1 Total number of outreach activities organized by the institution during the last five years.**

2022-23	2021-22	2020-21	2019-20	2018-19
24	3	1	4	2

<b>File Description</b>	<b>Document</b>
Report of each outreach activity organized along with video/ photographs with seal and signature of the Principal	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

**3.3.2****Percentage of students participating in outreach activities organized by the institution during the last five years****Response:** 96.62**3.3.2.1 Number of students participating in outreach activities organized by the institution during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
192	145	97	96	98

<b>File Description</b>	<b>Document</b>
Report of each outreach activity with seal and signature of the Principal	<a href="#">View Document</a>
Event-wise newspaper clippings / videos / photographs with captions and dates	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**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:** 97.85

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

2022-23	2021-22	2020-21	2019-20	2018-19
198	148	98	97	95

File Description	Document
Documentary evidence in support of the claim along with photographs with caption and date	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Any other relevant link	<a href="#">View Document</a>

**3.3.4**

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

**Response:**

Extension activities refer to the initiatives beyond the academic curriculum that engage students and faculty in community service and social outreach. These activities are vital for fostering a sense of social responsibility and developing practical skill among students. The students of our college actively participate in social service activities leading to their overall development. Extension Activities aims at enabling our student/volunteers to develop social responsibility, learning by doing and leadership quality. Service attitude is essential for teaching profession. Our extension activities have multiple dimensions such as Blood donation drive, distribution of learning and food kits, pain and palliative care, School adoption program, workshop for specially abled and “Arbudhaswasa Nidhi” that have a significant impact on community development.

The initiative “Sahapadikkour Veedu” focuses on providing housing support to classmates in need. It is se charitable initiative of JNTC students to provide shelter to the classmate by fostering supportive community environment. “Mangalya Koottu” provides support to a visually challenged student who is unable to afford the expenses associated with marriage. This incentive helps alleviate financial stress and



ensure that deserving students can enter into matrimony without under hardship.

Jamia Nadawiyya is committed to making a positive impact in the lives of individuals in need. As a part of our charitable initiative we have been l a Dialysis Charity program, aimed at providing financial assistance to patients undergoing dialysis treatment. “Arbudhaswasa Nidhi” is another charitable initiative to provide financial assistant to cancer patients for their treatment and care.

By organizing blood donation camps regularly, JNTC aims to poster a culture altruism and social responsibility among students, staffs ultimately making positive impact on public health and wellbeing.

Students and staffs from JNTC visited Love shore special school to foster a sense of community and empathy among the students while bringing Joey and support to the residence or of Love shore.

The students of JNTC extended their services to various Palliative Care Societies as home care volunteer under the community’s service program of Jamia Nadawiyya Training College. By volunteering in Palliative Care the students gain valuable experience and developed empathy and combustion.

Jamia Nadawiyya adopted a tribal area Thekkekadambara Ooru in Sholayur Panchayath, Attapadi. Collage conducted regular field visit to the tribal area for understanding the social, cultural diversity and provides services through different phases. Each phase had specific activities including distribution of learning kits, educational supportive program, holistic support and health program. JNTC occasionally monitor and evaluate the impact of the interventions.

“Vimukthi”, Anti-drug awareness program was conducted at AUP School Karakunnu. The purpose of this program is to spread awareness against drug abuse among the students.

The collage collaborates with organizations and experts to ensure comprehensive support to the community. By participating in these activities, students learn about the importance of social responsibility, volunteerism, and empathy towards others. These activities promote a sense of community togetherness and encourage students to become advocates for positive change in their community. Our institution always trying to ‘work for the community’ and ‘work with the community’.

File Description	Document
Report of each outreach activity signed by the Principal	<a href="#">View Document</a>
Relevant documentary evidence for the claim	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

### 3.3.5

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

**Response:** 4

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

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

File Description	Document
Data as per Data Template	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Appropriate certificates from the awarding agency	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**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:** 10.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
16	13	10	7	5

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

### 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:** 19

**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:** 19

File Description	Document
Data as per Data Template	<a href="#">View Document</a>
Copies of the MoUs with institution / industry/ corporate houses	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 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:** C. Any 3 or 4 of the above

<b>File Description</b>	<b>Document</b>
Report of each activities with seal and signature of the Principal	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 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:**

Jamia Nadawiyya Training College has adequate facilities for teaching learning viz class rooms, laboratories, sports field, fitness center, IT resources, computing facilities, multipurpose playgrounds, art and music room etc. for the various programmes offered

#### Responses

Jamia Nadawiyya Training College is a Teacher education college which is constructed on 3 acres plot in a campus of 35 acres. The college has a three-storied building with a total area of 1540 square meters. The college has 10 class rooms that are well- ventilated and furnished with adequate furniture. The college has a separate auditorium, a seminar hall and a fitness centre. The college offers 5 optional subjects for BEd. For each optional subject in the BEd programme there are two class rooms.. Other rooms include Principal's office, staff room, administrative office, NAAC room, 2 multipurpose seminar halls and toilet facilities for staff and students The college also have an open air classroom named Learning Park with semi-circle seating arrangement.

#### Library cum Reading Room

The college has a library with 7420 books, 10 Journals, e-resources, many dailies and periodicals covering the entire BEd syllabus as well as reference books for various subjects. Online journals are available in the library. The library is well-ventilated and furnished with adequate seating arrangements. Library is fully automated using Koha software. Internet facility is provided in the library. The library cum reading room can accommodate up to 75 students simultaneously for reference and reading purposes. DELNET online access is also made available here.

#### Laboratories

The college has combined science laboratories for physical science and Natural science disciplines. A psychology lab, social science lab, language lab etc are also there in the college.

#### Computer lab

The college has a computer laboratory having multimedia facility with 30 computers. Teachers as well as students can make use of the lab at any time to enhance their skills and learning outcomes. Computers are available in principal's room and in administrative office as well

#### Seminar Hall

The college has two seminar halls which are equipped with LCD projector and w- i -f-i connectivity. A vast auditorium is also present for organizing conferences. An air conditioned and well furnished seminar hall is also available

#### Playground

The college has a multipurpose playground called JNTC Sports hub which provides space for various sports and games activities, ie. jumping pits .safe field for throw events, a shuttle court, volley ball court and foot ball field. College has yoga centre, a well equipped fitness center and rope climbing facility for more intensive workout.

#### Common rooms for boys and girls

The college provides separate common rooms for boys and girls. Toilet facilities are available in all floors separately for boys and girls

#### Guest accommodation

The college provides guest accommodation facility equipped with all the necessary amenities for guests attending programmes at the institution. They are provided with comfortable boarding and lodging

#### Facilities for disabled[Diviangajan]

The college has implemented various facilities to accommodate Diviangajan students, including ramps for mobility, wheel chair, separate differently-abled-friendly toilets ,etc .

File Description	Document
List of physical facilities available for teaching learning	<a href="#">View Document</a>
Geo tagged photographs	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

#### 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: 12

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

Response: 12

<b>File Description</b>	<b>Document</b>
Geo-tagged photographs	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link to relevant page on the Institutional website	<a href="#">View Document</a>

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

Response: 14.07

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

2022-23	2021-22	2020-21	2019-20	2018-19
2.81	2.74768	0.06750	0.03000	0.56500

<b>File Description</b>	<b>Document</b>
Income Expenditure statements highlighting the expenditure on infrastructure augmentation with seal and signature of CA and the Principal	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**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:

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

#### Responses

The college takes immense pride in its efficiently operated library and reading room facilities. With a collection of 7420 books, library employs KOHA software for various purposes such as students and teachers check in and check out and book issuance. It has a wide collection of books, journals, magazines and newspapers. Library has a good collection of books on various disciplines and adequate materials to prepare for NET,SET,KTET and CTET and other competitive examinations like UPSC and PSC. Students are given access to avail facility of National Digital Library[NDL]DELNET by which they can access books in a digitalized format. KOHA home page has links to e-resources, MOOCS, audio-books. Information regarding the latest addition is displayed on the home page. Online public access catalogue[OPAC] facility enables users to search online and to locate books and other materials available in the library

The library working is computerized. Software is being used for issuing books and maintaining records. The key words used for the effective retrieval of books in the library are author, title, and publisher. The library has four distinct sections, they are acquisition, catalogue, circulation and serial control. The college library has computer and internet facilities.

File Description	Document
Bill for augmentation of library signed by the Principal	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Web-link to library facilities	<a href="#">View Document</a>

#### 4.2.2

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

#### **Response:**

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

#### Responses

The library of college serves as gateway to the world of knowledge for teachers and students by offering a wide spectrum of books to ignite their mind and to cultivate reading habit. Students and teachers are given all facilities in library at any time to use its resources. Library provides all possible help to teachers as well as students for the enhancements of their skills. Library provides free internet access with high speed broad band wifi facilities. Teachers and students make use of these facilities for writing assignments, conducting researches and other research oriented activities. To make availability of e-resources in open access, the college library has subscribed in the project entitled national library and



information services infrastructure for scholarly content. INFLIBNET centre of the college provides access to more than 6000 e-journals and 100000 e-books. The college has also subscribed services of e-shodhganga. We are having DELNET online access, we purchased it and our students are using it frequently. Besides we are now using National Digital Library facilities and conducted orientation on it for teachers and students. We already registered as NDLI Club member and conducting various activities under its banner.

File Description	Document
Details of users and details of visits/downloads	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Landing page of the remote access webpage	<a href="#">View Document</a>

#### 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:** B. Any 3 of the above

File Description	Document
Receipts of subscription /membership to e-resources	<a href="#">View Document</a>
E-copy of the letter of subscription /member ship in the name of institution	<a href="#">View Document</a>
Data as per Data template	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

#### 4.2.4

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

**Response:** 0.27

**4.2.3.1 Annual expenditure for purchase of books, journals and e-resources during the last five**

years. (INR in Lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
0.13178	0.89653	0.02510	0.13090	0.17448

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	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

#### 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:** 13.75

**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: 550

**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: 570

**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: 610

**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: 590

**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: 650

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	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution	<a href="#">View Document</a>

#### 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:** D. Any 1 of the above

File Description	Document
Data as per Data Template	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 4.3 ICT Infrastructure

#### 4.3.1

**Institution updates its ICT facilities including Wi-Fi**

**Response:**

Jamia Nadwiyya Training college has well-equipped ICT facilities including wifi. ICT technology of the college is capable to cater the demands and needs of student community and teacher community. All class rooms, Principal's cabin, staff room, office room and other premises of the college have wifi connectivity with 200 MBPS. The college has separate well furnished computer laboratory cum smart class room called as Digital Resource Centre. In fact, it is a Digital Technology Hub equipped with

advanced digital facilities. This hub serves as a platform for digital discussions, providing various facilities for creating e-content and recording audio and video. The college has 42 computers in different labs and areas for students. Staff rooms have internet connection through LAN or Wi-Fi for their work.

Since 2017, the college has transformed in to a wifi campus, ensuring wireless internet connectivity throughout the campus which ensure a reliable online experience

The administrative office is well-equipped with IT Infrastructure for efficient management of the student and faculty database.

The college has 10 ICT enabled class rooms. Two seminar halls and all class rooms have LCD projector. Two seminar halls and one class room have public address system. IQAC room, office room, and library have printer. These multi tasking printers offer efficient printing, scanning and copying services in campus

The college has website and You Tube channel, creating and publishing education related videos. college has social media platforms ie whatsapp, face book etc

In the interest of security, CCTV Cameras were installed in 2017, ensuring surveillance and safety

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

File Description	Document
Document related to date of implementation, and updation, receipt for updating the Wi-Fi	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

#### 4.3.2

**Student – Computer ratio for last completed academic year**

<b>Response: 50</b>	
<b>File Description</b>	<b>Document</b>
Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

<b>4.3.3</b>	
<b>Internet bandwidth available in the institution</b>	
<b>Response: 200</b>	
<b>4.3.3.1 Available bandwidth of internet connection in the institution, in MBPS</b>	
Response: 200	
<b>File Description</b>	<b>Document</b>
Receipt for connection indicating bandwidth	<a href="#">View Document</a>
Bill for any one month during the last completed academic year indicating internet connection plan, speed and bandwidth	<a href="#">View Document</a>
Any other relevant Information	<a href="#">View Document</a>

<b>4.3.4</b>
<b>Facilities for e-content development are available in the institution such as</b>
<ol style="list-style-type: none"> <li><b>1. Studio / Live studio</b></li> <li><b>2. Content distribution system</b></li> <li><b>3. Lecture Capturing System (LCS)</b></li> <li><b>4. Teleprompter</b></li> <li><b>5. Editing and graphic unit</b></li> </ol>
<b>Response: C. Any 2 or 3 of the above</b>

File Description	Document
List the equipment purchased for claimed facilities along with the relevant bills	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link to the e-content developed by the faculty of the institution	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

#### 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:** 38.66

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

2022-23	2021-22	2020-21	2019-20	2018-19
4.32	2.84	3.84	2.57	3.52

File Description	Document
Income Expenditure statements highlighting relevant items with seal and signature of the Principal and Chartered Accountant	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

##### 4.4.2

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

**Response:**

The college has established systems and procedures for the maintenance and utilization of its physical, academic and support facilities including laboratories, the library, sports complex, computers, classrooms, and more. These systems and procedures are designed to ensure the efficient and effective use of these facilities. Here are the key aspects of the systems and procedures:

**Maintenance:** Regular maintenance schedules are implemented to keep the facilities in optimal condition. This includes routine inspections, repairs, and upgrades as necessary.

**Resource Managements:** proper management of resources is maintained to ensure the availability of required materials, equipment, and supplies in the laboratories, library, and other facilities. This includes inventory management, timely procurement, and monitoring resource utilization.

**Access Control:** Access control measures are in place to regulate entry into specific facilities, ensuring authorized individuals can use the facilities while maintaining security and

**Guidelines and Usage Policies:** Clear guidelines and usage rules and regulations, expected behavior, and specific protocols for utilizing the facilities. Users are expected to adhere to these guidelines and policies

**Training and Support:** Training programs and support services are provided to assist users in effectively utilizing the facilities. This includes training sessions, workshops, and technical support to enhance users' knowledge and skills.

**Safety and Security:** Safety measures, including emergency protocols fire and safety equipment, are implemented in all facilities to ensure the well-being of users. Security measures, such as CCTV surveillance and access control, are in place to protect the facilities and their users

By implementing these systems and procedures, the college aims to create a conducive environment for teaching ,learning and recreational activities, while ensuring the proper maintenance and optimal utilization of its physical, academic, and support facilities

File Description	Document
Any additional information	<a href="#">View Document</a>
Appropriate link(s) on the institutional website	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 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:** C. Any 2 or 3 of the above

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

#### 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:** D. Any 5 of the above

<b>File Description</b>	<b>Document</b>
Upload any additional information	<a href="#">View Document</a>
Geo-tagged photographs	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

**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:** C. Any 3 or 4 of the above

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

**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:** D. Any 1 of the above

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

## 5.2 Student Progression

### 5.2.1

**Percentage of placement of students as teachers/teacher educators**

**Response:** 65.98

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

2022-23	2021-22	2020-21	2019-20	2018-19
52	39	38	29	34

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Appointment letters of 10% graduates for each year	<a href="#">View Document</a>
Annual reports of Placement Cell for five years	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

**5.2.2****Percentage of student progression to higher education during the last completed academic year****Response:** 31.63**5.2.2.1 Number of outgoing students progressing from Bachelor to PG.**

Response: 31

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

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

**5.2.3****Percentage of students qualifying state/national level examinations during the last five years (eg: NET/SLET/ TET/ CTET)****Response:** 73.88**5.2.3.1 Number of students qualifying in state/ national level examinations (eg: NET/SLET/ TET/ CTET) during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
62	45	45	36	27

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Copy of certificates for qualifying in the state/national examination	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

### 5.3 Student Participation and Activities

#### 5.3.1

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

#### Response:

The institution has a well constituted student **union** that meets formally and informally. Student **union** is the voice of the student body. The purpose of the student **union** is to give students an opportunity to develop leadership by organizing and carrying out responsible activities. It includes college representative, Office bearers from subject methodologies such as Physical Sciences, natural Sciences, Social Sciences, English and Arabic. The members assist their peers in sharing their thoughts, interests, and all the concerns during the course which in turn develops leadership qualities, organizational behavior, event planning and make them more responsible and proactive in reorganizing and managing both academic and co-curricular activities in the college .

The student council along with the staff advisor prepares action plans for the conduct of various activities which include sports, arts, cultural and literary programs. Field visits, day celebrations, Extension activities of multidimensional nature, Environmental protection, Conservation and restoration activities, Activities of film club, Student initiative in palliative (SIP), Blood donation forum and Debate forum are some examples of the various programs organized by student council.

The (Principal) calls for regular meetings with student **union** to discuss about various academic programs and other activities of the college thus decentralizing the power of decision making to them following discipline, decorum and protocol. The representatives in the **union** voice their problems and suggestions of all students during their meet with the principal to resolve any conflicts.

The function of the student **union** is based upon Institutional guidelines. Student **union** participate, organize and manage various academic and co-curricular activities in the college. Student council discusses all curricular related issues and concerns; they are considered for rescheduling the dates of assignments, seminars etc. Feedback from **union** is valued for a better functioning. Members of the

Student **union** serve as a bridge between the students and the administration. Not only do they ensure that the grievances of student population reaches the authorities, but also act as the students' representatives in the process of making important decisions. The Students' **union** also assists clubs/ members as well as in-charge faculty in conducting and organizing various co-curricular and extra-curricular activities or events such as, Essay writing, Debate, Drawing/ Painting Bulletin Board etc. In addition to organizing events that contribute to the institution's spirit and community welfare it takes an initiative to arrange various events of college such as picnics, field trips, organizes national and international days of significance and they develop responsibility and leadership .A democratic environment in the campus enables the **union** members to take interest in arranging the support system for lesson planning phases. Student's representatives are a part of the various committees and clubs. titled as named in college are language club, arts and sports club, research club, nature club, social science club, physical science club. All the activities are taken up with the help of leadership roles of **union** members. The club head representatives collaborate with **union** for all events. The members document the club reports and annual report to compile as college magazine.

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

### 5.3.2

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

**Response:** 8.6

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

2022-23	2021-22	2020-21	2019-20	2018-19
8	14	7	7	7

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

## 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 this college was established in 07/08/2018.our alumni association registered in 2024. This association is an active agent for incorporating the inputs from all over. Regular meetings of the association have contributed to the growth and development of this institution in re-defining the curriculum process, teaching-learning constructs, assessment techniques and also issues pertaining to women empowerment. Many alumni share their experiences in suggesting a “Thinking Curriculum”, and this paved way for recreating flexibility in connecting the core papers to optional and supporting the practical with elements from Action research. **community engagement programs** : Initiated as the part of valuable recommendations made by them

Alumni played a crucial role in identifying weak areas in a society and motivating the trainees to reach there with valuable help. The objectives were re-visited and certain areas were strengthened by the executive members to create and establish alumni endowments for granting the scholarship, prizes, subscribing e-books, donations and gifts . Because of the dedication and gratitude, many Alumni promote placements for the Institution, a big sister approach in the schools and carry on the name of college by their professional behavior JNTC teachers. Our Alumni play a role in placements, career guidance and in other areas. Alumni meetings are held periodically inviting potential achievers among in-service teachers whenever a new domain of knowledge explosion has to be debated.

**Technological and infrastructural support:** Some of the reflections expressed during a recent interactive meeting reveals the benefits of ICT interventions learned and how they augmented the teaching-Learning during the pandemic, the deviation in the assessment process of applying MCQs during CIA which has optimized their confidence levels. They support with infrastructure helped the campus in reaching to the desired goal which includes sound systems ,stage for common Multi-Purpose room, light systems etc

A challenging experience **with Jamia Talrop techy`s park** - has enabled us to identify potential

candidates from Alumni and the ongoing students to open more avenues for the new generation of entrepreneurs.

#### Academic Contributions from the Alumni

Meetings of Alumni are held online/ offline with its members on various agenda of conducting talks, how to involve teachers as active participants in the new methodological practices evolved ,psychological stress relief programs and to make the alumni more interactive with the institution

**Teacher Enrichment program** is a program to provide free coaching for competitive exams like UGC NET, SET, KTET, CTET and for KPSC and UPSC exams. Experts from alumni association extend their service as resource persons to develop professional skills in teacher trainees

**Blood Donation camp** : The blood donation camps of the institution are run with the whole hearted participation of alumni members as donor’s and organizers. A list of donors is available with the blood bank coordinator as a testimony of their service.

**Green wave initiative** is a program organized by the management in association with Alumni association in 2024 .many cultural programs are also conducted in the college which motivated and encouraged the students to become active member of college affairs.

**Community service program:** Alumni coordinates many community service programs like Biriyani challenge for securing money for treatment of poor, distribution of study materials to the students of Adivasi colonies etc.

Career guidance and placement Challenges in the field of teacher education at the present phase is focused on academics and opportunities of the recent trends and outlook of this generation. placement camps and interview preparation techniques helped the trainees much. As we are further moving ahead with a multi- disciplinary approach to teacher education, Alumni suggestions in a progressive track is welcomed to succeed and secure a position in the global scenario.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Details of office bearers and members of alumni association	<a href="#">View Document</a>
Certificate of registration of Alumni Association, if registered	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

#### 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

<b>File Description</b>	<b>Document</b>
Report of alumni participation in institutional functioning for last completed academic year	<a href="#">View Document</a>
Income Expenditure statement highlighting the alumni contribution	<a href="#">View Document</a>
Documentary evidence for the selected claim	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Any additional link	<a href="#">View Document</a>

### 5.4.3

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

**Response:** 6

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

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



File Description	Document
Upload any additional information	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

#### 5.4.4

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

#### **Response:**

Alumni Association was established on 24-7-2019. Alumni members are actively involved in the various aspects of improving quality in the institution. Successful alumni are invited to motivate the

student teachers. An alumni representative is selected member of all statutory bodies. They are invited to publish articles in the in-house journal.

The Alumni supports the institution whenever required specially during the time of visits of various

Apex bodies, Accreditation organizations etc.. They continuously motivate, nurture special talents by providing a common platform for professional interest such as sharing of knowledge and experiences of their teaching.

observation tool and feedback form administered to the students helped the methodology students to internalise the intricacies of classroom management.

A wealth of experience and skills shared with in- house students via talks in Induction programs, placements, bring better prospects in teaching. Because of the dedication and gratitude, many Alumni promote placements for the Institution, a big sister approach in the schools and carry on the name of college by their professional behavior JNTC teachers

Alumni are encouraged to go for higher studies and to give professional help, provision for library reference whenever required. Qualified and competent alumni are communicated regarding recruitment in college and other institutions. They communicate vacancies arising in respective schools to facilitate placement.

Thus, Alumni create linkage with service and professional organizations in the field of education. Many alumni teachers from different schools had volunteered their support in providing their valuable time to be judges for various co-scholastic activities such as General Knowledge, etc. At times the best of the students with required qualifications are given opportunity to teach in the co-operating institutions,

further with good performance they are recruited for faculty positions in this college.

Alumni association members serving in various walks of life around the globe as scientists, researchers, entrepreneurs, teachers etc find time to share their expertise and life experiences to motivate and guide our students. Alumni extend its support in enriching the club activities and extension activities by sharing academic expertise and service. Nature club in association with alumni association helps to develop eco friendly attitudes and habits among students. Apart from these, the alumni association extends its support in conducting workshops of various dimensions Academic Writing, and Research Ethics. Coaching for various state and National level competitive examinations, UPSC and PSC exams and Teacher Eligibility Tests are also conducted with the academic support of the alumni association. The online sessions conducted by Alumni members are very much helpful in motivating the students and exploring new arenas in the field of mathematics and mathematics education.. The face to face interactive sessions are highly fruitful in building confidence among the current batch students. The readiness and whole hearted co-operation of the members of the alumni association to support the institution in multiple ways is a key behind the successful implementation and completion of various programs. Recently alumni members altogether initiated a program called `mangalykooth` to help poor in the occasion of their marriage

<b>File Description</b>	<b>Document</b>
Upload any additional information	<a href="#">View Document</a>
Documentary evidence in support of the claim	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

## 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:

1. To endeavour persistently to achieve educational excellence enabling our students to become global leaders in teaching through innovative educational practices, experiential learning and quality education, imparting knowledge, skills, values enshrined in the constitution.
2. To evolve in to a premier teacher education institution moulding eminent teachers with creative minds, innovative ideas, sound practical skills and to shape a future where human values are inculcated for the enrichment of mankind.

#### Mission:

1. Moulding the student teachers to become role models with emphasis on character, culture moral and ethical values.
2. Constantly updating academy and management practices to enhance quality improvements in all spheres of teacher education
3. To make education affordable and accessible by awarding financial assistance to the meritorious and financially backward students
4. To implement right knowledge and inculcate in the student teachers a high degree of social consciousness and human values thereby enabling them to face the challenges of life with courage and conviction and to train them to excel in their profession.
5. To provide infrastructure enriched by tech tools and web resources keeping up with international standards
6. Inculcate secular democratic pluralistic values in students to make them responsible citizens contributing to national Integration and development.
7. To create intellectually alert , professionally competent, morally upright ,emotionally integrated , spiritually enlightened , physically sound and socially conscious and committed teachers

**The College Managing committee:** The college managing committee is constituted by Jamia Nadawiyya trust board; the trust board appoints a managing trustee and secretary to represent the trust board in the governance process. A director and assistant administrative officer is also appointed to aid the managing trustee in administration of the college. The principal is the prime authority of the college; he is assisted by college staff Council and IQAC ..

**The college staff Council:** This statutory body advice and assists the principal in all academic, administrative and other related activities of the college. The council prepares the action plan, teaching

schedule and work allocation for academic and non academic activities.

**IQAC:** IQAC leads the academic activities of the college to ensure the quality, bring innovations and professionalism. It designs strategic plan for the development of the college and takes necessary steps to implement the plan in a time bound manner.

Various committees of staff and students are delegated with responsibilities of publication of magazine conducting practice teaching, organising tour programme, conducting arts and sports, purchasing of uniforms and records of students, organising community living camp, weekly co-curricular activities ,radio club , activities like language club, nature club, science club etc .

In order to accomplish our endeavours the management strictly observes the following:

-Appoint teaching and non-teaching staff observing all the rules and regulations of NCTE and University, college takes all necessary approvals from the University.

-Make sure that the student enrollment is strictly as per the rules and regulations of NCTE and abiding the reservation policy of the state Government and the University.

- The College Management keeps investing in the latest technology, faculty training and other extra-curricular activities.

<b>File Description</b>	<b>Document</b>
Vision and Mission statements of the institution	<a href="#">View Document</a>
List of teachers, students and non-teaching staff on decision making bodies of the institution with seal and signature of the Principal	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 6.1.2

#### **Institution practices decentralization and participative management**

##### **Response:**

The College Development Committee (CDC) is a subcommittee of Jamia Nadawiyya Trust board which acts as the body of the institution that plans and executes the developmental activities. It serves as a link between the college Principal , staff and administration. The meetings of College Development Committee are regularly held to discuss matters related to the college development, students and faculty development.

The administration has been decentralized with the help of different cells to look after different types of activities in an efficient way.

The employees and students provide feedback and the management keeps taking their suggestions in order to improve the college and its facilities. They actively interact with its Alumni and its faculty members to modify the practices and to meet the needs of the staff and students.

Representatives of the management, Principal, faculty members, non-teaching staff, students, eminent personalities and Alumni are part of the committee. The college administration is thoroughly decentralized. Under the supervision of the principal and the committee members the college prepares the plans for organising curricular and extra-curricular activities. These plans are approved by concerned authorities and implemented accordingly.

The college has a Library Advisory Committee which looks after the functioning of the library. Regular meeting of the Library Advisory Committee is held and in the meeting it decides the budgets for purchase of books, journals and other improvements needed in the library. Heads of the department after discussion with the students and teachers prepare the list of books and journals to be purchased; the list is submitted to the librarian and the Principal and the librarian put the requirement in the library Advisory Committee meeting and take approval for the list. Quotations are taken by the Principal from different dealers and comparative charts are made by the librarian and the proposal for the purchase is submitted to the principal. Then he forwards this to the management for approval. After the approval from the management the purchase is done by the members of advisory committee and the librarian.

File Description	Document
Relevant documents to indicate decentralization and participative management	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 6.1.3

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

#### **Response:**

#### **Financial Transparency**

JNTC maintains transparency in its financial, academic and administrative functions by clearly defining its vision, mission and objectives at all levels. At the beginning of the academic year the Principal in consultation with the staff members prepares the budget proposals to be presented before the governing body for approval. After discussion the committee approves the proposal with the necessary modifications and the financial expenses are met accordingly. There will be provision of increments in salary every year for employees of Institute on the basis of their performance. .The College has an

internal and external audit system which is accessible to all and the college has annual budget provision for improvement of the institution. The fees to be paid are clearly mentioned in the prospectus and no additional charges are collected from students.

### Academic transparency

JNTC strictly adheres to the academic calendar that details the various activities in advance. Admission notifications are made on its website. Admission forms are processed online at the University level and offline with all the relevant details explained in its prospectus and also on its website. College organizes a campus placement for the 4th semester students. It provides advanced and innovative approaches of teaching learning process in various schools during the internship programme. Internal assessment marks are published and the grievances are rectified. To make transparency in the academic field JNTC provides full information of its syllabus, academic calendar etc on its website; parents are given orientation in the PTA meeting summoned for the purpose. We have an active Facebook account where we display all the events of the college. We also have an active Alumni association and Alumni feedback page who participate for college development on regular basis. In the Morning assembly we provide facilities to every student for reading daily newspaper, presentations of thought and book review so that they learn presentation skills. In curricular programmes different optional students take turn to stage cultural activities.

### Administrative and other functions

The Director of Jamia Nadwiyya Edavanna, Assistant Administrator and Heads of the Campus institutions meet regularly to discuss matters related to the college development, students and faculty development. The management has entrusted the principal with the task of heading the institution to soar heights and has given freedom to take decision regarding the smooth conduct of various academic programmes. Recruitment and staff appointment are also undertaken with transparency by advertisements of vacancies and conducting test and interviews by a panel of experts. IQAC is established in the college and place a pivotal role in the academic and administrative activities. Different cells are formed in the college to look after different types of activities. Representatives of the management, principal, faculty members, non-teaching staff, students, eminent personalities and Alumni are part of the committees. College divides academy work, co-curricular activities and administrative works among the members of teaching and non-teaching staff considering their interest and capacity. The college gives ample representation to students in various decision making bodies.

File Description	Document
Reports indicating the efforts made by the institution towards maintenance of transparency	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 6.2 Strategy Development and Deployment

### 6.2.1

## **The institutional Strategic plan is effectively deployed**

### **Response:**

Strategic plan has been formulated and implemented by the institution in order to meet quality as well as values in all its academic accomplishment. The continuous evaluation and subsequent improvements in the scholastic ability of both students and teachers have resulted in achieving good academic performance.

The management committee, staff council and the IQAC strive to frame the policy and to decide the mode of execution. For this each and every member of IQAC give full effort to formulate and deploy the strategic plan.

The following objectives are identified for developing the strategic plan

1. Establish better academic practices and procedures
2. Good quality and competent faculties
3. Produce professionally ethically strong graduates
4. Develop smart campus
5. Healthy relationship with the PTA and Alumni
6. Community services
7. Fostering excellent teaching skills in students
8. Develop green initiatives
9. Infrastructure plan.

### **Area of Intervention**

1. **Academic enhancement related**
2. **Faculty development related**
3. **Collaborations and Community service related**
4. **Infrastructural updation related**
5. **Management practices related**

### **Implementation strategy**

The knowledge and skills of teaching were inculcated in the student teachers through micro teaching and reflective teaching. Peer evaluation was done for the program to be more effective. Innovative teaching practices and ICT mediation in teaching were taken up. Task and assignment submitted timely. Workshops of teaching learning materials were taken up with the intention of making classroom teaching and learning more interesting and efficient.

Besides, moral classes were given to the student teachers to become ethically strong graduates, to become quality and competent faculties, attending seminars, webinars and publishing articles were promoted. Conducting the class of experts in various disciplines and the incorporation of ICT in pedagogy were familiarized. There is a healthy relationship with PTA and alumni and the suggestions are noted and discussed with the college managing committee for the well being of the college.

In community service, various classes and learning kits were provided to the tribal students, counseling

classes were conducted, financial assistance were provided to the poor and diseased persons, having linkage with the self-government body for community development.

In green initiative, the college is committed to develop as an ideal clean and green campus and to sustain the qualities. The management, staff council and natural club of students together frame policies to promote green initiative .works for a plastic free campus, green protocol in public programmes, planting trees in the campus and to create an eco friendly campus.

In infrastructure plans more classrooms with ICT facilities, computer lab, and separate area for girls with recreational facility, safe drinking water facilities for students.

File Description	Document
Documentary evidence in support of the claim	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>
Link to the page leading to Strategic Plan and deployment documents	<a href="#">View Document</a>

### 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 college has a clear vision and mission, governance and leadership are clearly defined.

**College Management Committee:** The JNE has a multi -level leadership system. The management committee is at the highest point of governance. The management committee selects the managing director, administrator and secretary. The Principal, the IQAC co-coordinator and the staff council work together to formulate policies and plans to ensure quality. They all follow rules and regulations as presented by UGC/NCTE/state government for the constituent colleges.

**Principal:** The principal is responsible for all academic and administrative activities of the college. He manages the main academic tasks after finalization with the staff council.

**Staff council:** The staff council is formed as per the regulations of NCTE and the University of Calicut. The staff council assists the principal to take all major regarding the college. It is the highest decision making body.

**IQAC:** According to the guidelines of the UGC and NAAC, IQAC is chaired by Prof. Abdusalam.C to introduce a quality academic atmosphere and structure in the institution. The IQAC is an important body that supervises academic and non-academic activities and takes necessary measures to improve the



quality.

### Clubs, forums, cell and committees

For the complete functioning of college activities various clubs and committees are formed. It consists of chairperson, staff and student members; they together plan the activities. The principal monitors the effective functioning of all these bodies.

**Service rules:** The College follows its own service rules and recruitment policies which are closely monitored by the college management committee.

File Description	Document
Documentary evidence in support of the claim	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link to Organogram of the Institution website	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 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	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Annual e-governance report	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 6.2.4

**Effectiveness of various bodies/cells/committees is evident through minutes of meetings and**

### **implementation of their resolutions / decisions.**

#### **Response:**

The planning and implementation of all the activities of various bodies and committees is carried out by the members of the respective bodies through a well-organized system of planning and evaluation. Minutes of staff meetings are duly recorded for maintenance and transparency of records. It is based on feedback and suggestions in meetings with stakeholders such as college students, teachers and members of the PTA, Alumni and IQAC. Efforts are always made to implement and execute all plans and decisions effectively keeping in mind the welfare of the students and the overall development of the institution. The college also provides important information on the newspaper, website and notice board.

For effective implementation and improvement of the college various committees are formed like IQAC, staff council, academic monitoring committee, Women's grievance Redressal Cell, anti-ragging committee, placement cell, PTA, Alumni coordinating committee etc. Meetings of all those committees are held and the work is actually done according to the resolutions and decisions made in those meetings.

The decisions based on the minutes of the meetings were successfully implemented. It specifically highlights key decisions taken to address pressing needs including construction of ramps, accessible toilets, drinking water facilities, automation of library and well equipped digital lab.

#### **Construction of ramps**

It helps wheel chair users and students with mobility issues. It is used to provide access between different vertical levels in the college buildings.

#### **Accessible toilet**

Toilets that have been specifically designed to better accommodate students with physical disabilities, students with reduced mobility find them useful. As a higher toilet bowl makes it easier for them to stand up.

#### **Drinking Water Facility**

The college has made all the necessary arrangements for providing clean and pure drinking water to the staff and students. It has a branded water purifier for the uninterrupted supply of water. During summer, fresh and pure drinking water is provided to the staff and students through the water cooler. The maintenance committee regularly checks the functioning of it. Proper repair and replacement are done in order to ensure pure and safe drinking water for all.

#### **Automation of Library**

College has adopted automation of library in barcoding system. It makes the use of computers and other technologies to support its system and its services.

#### **Tech Campus**

JNTC is expected to train students to meet the global demands by integrating Information and

Communication Technology in teaching and learning. The college is expected to educate future teachers in professional knowledge and practice. JNTC has adopted various measures to raise the level of digital consciousness and competency of the students and staff to prepare them to contemporary digital environment. With this objective in view, the college has adopted a well-equipped digital lab consisting enough computers. Besides, installed LCD projectors , android TVs and wifi made available in all floor and classrooms, the curricular transaction is enriched with the help of ICT to add a good number of activities for students capacity building, preparing ICT enabled lesson plans, converting practice lessons to technology added classes during practice session.

File Description	Document
Minutes of the meeting with seal and signature of the Principal	<a href="#">View Document</a>
Action taken report with seal and signature of the Principal	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 6.3 Faculty Empowerment Strategies

#### 6.3.1

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

#### **Response:**

Staff are the important factors for the effective functioning of the institution. The management and the employees themselves have established many welfare measures to meet the personal needs of the employees. The major welfare measures adopted by JNTC for teaching and non-teaching staff are as follows-

1. Salary hikes are given to the teaching and non-teaching staff based on qualifications, years of experience and outcome of the performance appraisal.
2. Research assistances are given to the faculty members. Leave also permitted to teachers for research study. This commitment to continuous learning contributes to the intellectual enrichment of the teaching staff.
3. Conduct Faculty Development Programmes for improving competencies and contributes to the academic growth of the institution.
4. Funds are given to attend seminars, classes, workshops etc.
5. Invite experts to conduct classes, seminars and workshops for faculty development.
6. ESI is availed- the Employees' State Insurance provides social security benefits according to the individual needs without distinctions. The contributions are related to the paying capacity as a fixed percentage of the workers' wages; it can avail medical benefit, sickness benefit, maternity benefit, dependents benefits, disablement benefits and other benefits.

7. Free food and accommodation are provided for teaching and non-teaching staff.
8. Adequate recreation facilities are provided in the campus including physical fitness center, shuttle court, yoga center and play ground.
9. Incentives provided for academic achievement and publications.
10. Fee concession to the wards of staff members for various institutions inside JNTC.
11. Medical aid facility is also provided for the staff
12. Free Wi-Fi facilities are provided. Teachers can assess online educational resources in an easy way and also promotes lifelong learning. They can explore their interests from anywhere at any time.
13. Library resources are provided- it helps to broaden knowledge horizons, better research skills, strengthens the reading habits, builds critical thinking etc to the teaching staff.
14. Faculty recreational programmes are organized for teaching and non-teaching staff. The cultural programmes are also organized where all the teaching and non-teaching staff members have annual get together with their family members.
15. Salary timely credited to bank account of employees. In each month the employee gets the salary on time through bank accounts only.
16. Leave entitlements is another landmark of JNTC to its teaching and non-teaching staff members. The college acknowledges the need for a work like balance and offers generous leave entitlements. The teaching staff are provided with 15 days of casual leave, while non-teaching staff can avail 20 days. This allows employees to attend to personal matters and rejuvenate when needed, promoting their physical and mental well-being.

File Description	Document
List of welfare measures provided by the institution with seal and signature of the Principal	<a href="#">View Document</a>
List of beneficiaries of welfare measures provided by the Institution with seal and signature of the Principal	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 6.3.2

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

**Response:** 8.93

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

2022-23	2021-22	2020-21	2019-20	2018-19
01	00	0	3	1

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

### 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:** 17

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

2022-23	2021-22	2020-21	2019-20	2018-19
7	3	2	3	2

File Description	Document
List of participants of each programme	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Brochures / Reports along with Photographs with date and caption	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**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:** 7.14

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

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

<b>File Description</b>	<b>Document</b>
Data as per Data Template	<a href="#">View Document</a>
Copy of Course completion certificates	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**6.3.5**

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

**Response:**

Jamia Nadawiyya Training College is committed to fostering the professional development of both teaching and non-teaching staff through a Comprehensive Performance Appraisal system aligned with UGC NCTE regulations Govt of Kerala norms and University of Calicut guidelines. The institution has also instituted its own internal appraisal system, reflecting its commitment to global competitiveness and faculty growth.

The Institutional Performance Appraisal System, overseen by a committee led by the Principal and IQAC co-ordinator, plays a pivotal role in assessing and certifying the annual professional development of faculty members. This internal evaluation not only validates the genuineness of achievements but also strengthens their merits. For this JNTC, the performance is classified into effectiveness of academic management that is teaching learning, evaluation and other related activities and the co-curricular, extension, professional development activities, research publication, academic contributions and code of conduct.

At the end of each academic year the data pertaining to the above categories are collected from the faculty members and the non-teaching staff in the format provided by the institution. Further at the end of semester, the feedback forms are issued to the students to collect information about the teacher at the

different aspects pertaining to the teaching process. Feedback forms collected from the students and suggest suitable measures to improve the teaching learning process. For non-teaching staff, the feedbacks are collected from each batch and appraisals are given.

#### **Qualitative and quantitative parameters adopted for teaching faculty appraisal are-**

1. Effectiveness of academic deliverance: it is evaluated on the basis of teachers academic deliverance in B.Ed programme- daily attendance of students, course development and management, co-ordination with students in terms of subject, class activities, lab related practical work, attendance issues etc. in due time line and mentoring in co-curricular like college events, workshops and guest lectures.
2. Effectiveness of academic management (co-ordination): completion of additional activities allotted in due time line.
3. Academic development (self as well as the college): initiative taken for self-improvements, development of best practices at work place.
4. Contributions to other developmental functions: initiatives to other developmental functions as a whole.
5. Research work involvement in research related activities is also one of the parameters for appraisal.

#### **Quantitative and qualitative parameters adopted for non-teaching staff are-**

All non-teaching staff are also assessed through annual performance appraisal. The various parameters for non-teaching staff members are assessed under different categories- administrative co-ordination, academic management, self-development, discipline and efficient organization of work assigned, technical abilities on satisfactory performance.

The performance appraisal system has significantly helped in the evaluation of the performance of employees, in motivating them analyzing their strengths and weaknesses and ensuring better performance.

<b>File Description</b>	<b>Document</b>
Proforma used for Performance Appraisal for teaching and non-teaching staff signed by the Principal	<a href="#">View Document</a>
Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## **6.4 Financial Management and Resource Mobilization**

### **6.4.1**

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

Jamia Nadawiyya Training College conducts internal and external financial audits regularly on an annual basis by the internal accountant and chartered accountant. The institution has computerized its financial management system and all the accounts are managed by the tally software. Any query or explanation asked by the chartered accountant is explained. There are no objections reflected as such in the report yet.

The college practices a transparent financial management policy through internal and external audits, wherein the role of the internal and external auditors is clearly defined. The internal auditors examine issues related to the college's practices and risk, while the external auditors examine the financial records and raise opinions regarding the financial health of the college. Internal audits are conducted monthly and external audits are conducted twice in a year.

Individual faculty members document their purchase requirements and submit it to the head of the institution, which in turn is forwarded to the financial committee. The requirements are made carefully and critically examined and earmarks items that can be purchased within the annual budget constraints. The final list is then produced during the management body meeting for approval. Once approval is obtained, the finance committee sends out a request for proposal. The proposal thus received is examined and a vendor is selected.

Finance committee oversees the college's financial well-being. The accounts section looks into the maintenance of annual accounts and audits. The institution strives its best to sustain and maintain quality irrespective of the budget granted and utilized. The accounts registers of the institution are maintained managed and operated in the name of the institution.

The internal accounts of the institution are audited by the internal auditor and external audits are audited by auditor from the chartered accounts firm Mahamood A.P, Abbas Ali & Co, Calicut to conduct the audit regularly and the generated audit report is attested and forwarded to the institution.

The statutory audit covering all financial and accounting activities of the college is scrutinized, including:

- Receipts from fee and other contributions
- All payments to staff, vendors, contractors, students and other services provided online.

All observations emanating from the statutory audit are documented in the report. Objections and irregularities are examined by the college's financial committee, internal auditor and treasurer and corrective actions taken. Such complaints are investigated by the institutions separate committees consisting of the department of accounts. The internal auditor, the head of the institution concerned and any other member nominated by the director. If required to finalize the audit team also checks stock reports and conducts library audit, Institute Works Department audit and analysis of entire Institute's Project Expenditures.

Contributions from external sources such alumni contributions are maintained in separate accounts for tracking. A major portion of the college funding comes from student tuition fee and PTA contribution



The following procedures are adopted in order to ensure quality with transparency in the financial management process.

1. Maintenance of voucher system while giving a short amount of money by the accountant.
2. Maintenance of note sheet for withdrawal of money
3. Maintenance of expenditure and balance through the tally system immediately after the disbursement of the money to the claimant.
4. All types of income and expenditure of the institution are routed through internal and external audits.

<b>File Description</b>	<b>Document</b>
Report of Auditors of last five years signed by the Principal	<a href="#">View Document</a>
List of audit objections and their compliance with seal and signature of the Principal	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

#### 6.4.2

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

**Response: 0**

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

2022-23	2021-22	2020-21	2019-20	2018-19
00	00	00	00	00

<b>File Description</b>	<b>Document</b>
Income Expenditure statements highlighting the relevant items with seal and signature of both the Chartered Accountant / Principal	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

#### 6.4.3

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

**Response:**

JamiaNadawiyya Training College has certain strategies for mobilization of funds and the optimal utilization of resources. The resource mobilization policy and a procedure are displayed on the institutional website. The budgetary resources are mobilized through various resources such as tuition fees and other fees and amount collected through well-wishers and alumni.

Since, Jamia Nadawiyya Training College is a self-financed college; there are no funds from government organizations or NGOs till now though we are putting great efforts to attain funds from government agencies for the quality assurance in the institution. Due to lack of such funds we accommodate the expenses from funds like tuition fee , alumni funds and PTA

**The college utilizes these funds for the following resources:**

1. Library Books: The above funds are utilized for purchasing books for the library so that a rich learning resource centre can be provided to the students as the library is the centre of learning. The books are purchased on a regular basis for the library using the above funds in an optimal manner.
2. Infrastructural Improvements: College utilizes the above funds to bring required infrastructural changes in the premises from time to time like addition of Lift for students, additional furniture in the classes, smart boards etc.
3. Learning Materials for activities: College spends the above funds for purchase of learning materials like charts, stationary material etc to conduct various activities in the college like house activities, competitions, celebrations etc.
4. Gardening Expenses: College utilizes a considerable amount on gardening which keeps the environment green and healthy. Gardening is the regular practice at Jamia to contribute to local environment.
5. Security Purpose: At Jamia safety and security are primary concerns and is looked after constantly by appointing the security guards ensuring safety and security of each in the college.
6. Housekeeping: College ensures cleanliness and well sanitizes premises to the inmates and for this purpose an adequate number of staff is appointed. College utilizes a fine amount of funds on housekeeping to provide clean and hygienic premises.
7. Repair & Maintenance: A considerable amount of funds is utilized on repair and maintenance of on-going wear and tear in the building.
8. Insurance: College utilizes the above mentioned funds for insurance purpose as well.
9. Building usage charges: The above funds are allocated to cater building usage charges as well.
10. Electricity: Constant power supply is ensured in the college so that no hindrance occurs in the smooth functioning of the Teaching-learning process.
11. Internet Charges: Jamia College provides Wi-Fi enabled campus to students so that ICT can be integrated in the teaching-learning process. The above funds are mobilized to provide the internet service to all the users.

File Description	Document
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 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 IQAC has adopted quality management strategies in academic, administrative and extension activities of the college. The IQAC monitors the implementation of the vision and mission of the college. IQAC has been trying to institutionalize a number of quality assurance strategies such as digitalization of academic, administrative and extension activities.

The IQAC continuously creates opportunity for professional development of the teachers. The JNTC itself has a performance appraisal system implemented by IQAC. Every year IQAC collects details of teachers, academic and professional development initiatives and keep record of it. Feedback from students, Alumni, heads of internship schools and teacher educators etc. are collected and analysed for future planning and improvisation of quality pre-service education. Moreover IQAC heads to organize seminars, workshops, conferences and frontier lecture series etc.

The major activities organized by IQAC to promote, academic, administrative and extension activities of the college.

1. Academic results: college produces 100% results in B.Ed course. Majority students got distinction and first class in that result.
2. Special guidelines are provided for Eligibility Tests like K TET, SET and NET.
3. Conducting workshops and seminars on quality enhancement, teaching methodologies and other innovative practices in education.
4. Organized faculty development programmes to improve the teaching skills and professional development.
5. Student feedback mechanisms adopted to get perceptions about the quality of education, infrastructure and support services.
6. Work assessment- carrying out internal audits, reviews and assessments to identify areas of improvement.
7. Quality policy implementation- ensuring the effective implementation of quality policies and strategies formulated by the institution, thus designing all activities towards achieving quality benchmarks.
8. Resource utilization- resources are utilized in an optimum way for the overall betterment of the institution.

9. Outcome Based Education- focusing on learning outcomes, aligning curriculum and assessment methods to ensure students attain the desired competencies.
10. Mentor-mentee system followed.
11. Organized various environmental activities under the supervision of IQAC.
12. Value added courses are other land marks of JNTC for maintaining the quality assurance strategies and processes.

File Description	Document
List of activities responsible for ensuring quality culture in the Institution with seal and signature of the principal	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 6.5.2

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

#### **Response:**

The institution reviews its teaching –learning process at periodic intervals through its various academic and administrative committees which includes different cells like discipline cell, sports cell, women development cell, student welfare cell, examination cell, alumni cell, Grievance cell, anti-ragging cell, research cell, admission cell, publication cell, Academic planning cell etc.

Various quality initiatives for improving the teaching -learning process are taken by the institute under the guidance of IQAC like organization of seminars, workshops, events like graduation ceremony, exhibitions related to pedagogy subjects, field visits for the students, faculty development programmes for faculties, value –added courses for students, encouragements to use ICT resources in teaching -learning process.

Institute reviews its teaching -learning process through taking feedbacks in different areas:

- Feedback from students, teachers and alumni on curriculum aspects is taken on a continuous basis, it is analyzed and appropriate steps are taken for improvement.
- Feedback of teachers is taken from students and accordingly suggestions are given.
- Feedbacks are collected after conduct of different activities. These feedbacks are collected and consolidated at the institutional level. The corrective actions are taken through IQAC.
- Self-Appraisal forms are collected from faculties .Besides this IQAC has reviewed and implemented its teaching-learning process.

On the basis of the feedback received from students and alumni it was identified that there was a need for introducing the usage of new technology for the teaching learning process. Taking this into account, the IQAC has taken efforts to improve the facilities:

- Internet and Wi-Fi facility is provided.
- LCD projectors are installed in classrooms
- Online feedback system is introduced for feedback on curriculum, teaching –learning process.
- Having DELNET online access

File Description	Document
Appropriate documents to show the visible improvement/s in Teaching-Learning Process with seal and signature of the Principal	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 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: 2**

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

2022-23	2021-22	2020-21	2019-20	2018-19
6	4	00	00	00

File Description	Document
Report of the work done by IQAC or other quality mechanisms	<a href="#">View Document</a>
List of quality initiatives undertaken by IQAC / other quality mechanism signed by the Principal	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

### 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:** C. Any 2 of the above

<b>File Description</b>	<b>Document</b>
Supporting document of participation in NIRF	<a href="#">View Document</a>
Feedback analysis report	<a href="#">View Document</a>
e-Copies of the accreditations and certifications	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Consolidated report of Academic Administrative Audit (AAA)	<a href="#">View Document</a>
Link to the minutes of the meeting of IQAC	<a href="#">View Document</a>

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

One of the main functions of the IQAC is to review the teaching -learning process, structures and methodologies of operations and learning outcomes at periodic intervals to assure quality of functioning in the institution. The IQAC at JNTC is committed to a learner centric approach regarding teaching –learning process and has designed the policy to asses and evaluate it intermittently ,accordingly it provides support and guidance to the faculty.

Teaching activities are improvised, modified after taking the review and suggestions are implemented as per the needs. The IQAC has designed gradual attributes like academic excellence, communication skills, personality development, leadership and global citizenship. To achieve learning outcomes, the IQAC periodically reviews the teaching learning process and suggests gradual and regular expansion, up-gradation and addition of the requisite material, equipment, infrastructure, etc. IQAC consistently works towards incremental strategies to make the function of the institute effective and smooth. These strategies effectively work in line with the changing needs of the students.

This process is prominently evident through the following examples:

## 1. Tech-Campus

The vision and Mission of JNTC has to develop the technological competencies among students. To face the challenges of 21st century, JNTC gives prior importance in incorporating ICT in teaching and learning process. In order to this, the idea of tech-campus is formulated.

In this, B Ed students can be trained to use ICT in teaching and learning. To this, the college has opened a well-equipped Digital Resource Centre. LCD Projectors, android TVs, Wi-fi facilities etc. are available in the classes. In library too the digitalization has to be completed. DELNET membership has also proved this. The curricular transaction is enriched with the ICT enabled lesson plans converting practice lessons to technology added classes, organizing expert classes, conducting workshops on ICT. Collaboration and Mou with TALROP etc. to be done. So JNTC students gained the necessary skills and confidence in their life.

## 2. Students Initiative Services ( SIS)

The purpose of SIS is to develop leadership potential, social commitments and professional skills among JNTC students. All the programmes are coordinated under various clubs, cells, committees and the student's union. Day celebrations, exhibitions awareness classes, field visits, community services, pain and palliative services, arts and sports related programmes etc. are included in SIS.

Some remarkable works conducted in SIS are , Sahapatikkoru veedu ( House for classmate ) , Mangalya Kootu ( marriage support) , Biriyani Challenge ( helping hand for kidney and stroke affected patients) integrated medical brotherhood ( Financial support to diseased poor patients ) , Arbhudha Aswasha Nidhi ( fund for cance patients , assistance for dialysis.

File Description	Document
Relevant documentary evidence in support of the claim	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 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:**

The institution has a stated energy policy streamlining ways of energy conservation. The college is committed to constant improvement in awareness as a part of a wider commitment to sustainability and social responsibility. Recognizing that in pursuing the vision and mission of the college, there is a need to protect the college's immediate environment, therefore utmost care and attention is given to all our activities to ensure sustainable use of resources, discouraging wasteful practices, minimizing pollution and re-using material for benefit of individual and society at large. While designing its building its orientation will be an important aspect for conservation of energy. As the college infrastructure is naturally ventilated with adequate natural light, the campus is conducive for energy efficient practices.

The institution will change the energy habits of staff and students by making them aware of the issue of conservation through induction programme, through course work and club activities. Students are not only oriented during the induction programme on the endeavors towards sustainable living, but also throughout the course work the concept of sustainable development and living is integrated into all the course activities, students through the various club activities are also involved in the decision making process so that sustainable practices can evolve reflecting emerging needs of the environmental protection. Nature club members remind one another regarding "plastic free campus", from time to time; a green audit is in practice to streamline the ways of energy conservation. The college's Green Campus Policy by Harithaseena team of Natural Science Students emphasizes the need for sustainable practices, which are economically viable too. The faculty, students and other staff are fully acquainted with this policy and implement it completely.

Wherever wastage of energy is likely, notices will be placed as to take precaution.

The practice of turning of the light when leaving the room, unplugging appliances not in use will be promoted.

Instead of allowing vehicles into the campus, walking will be promoted.

Thus adjusting student's behaviours and habits conservation of energy can be improved.

Use of energy efficient bulbs like CFL and LED, using quality electric wires and switches, using electronic regulators, automatic tripping system, using energy saving modern equipment like fan and TV, using UPS protection for computers and judicious use of energy resources will help to conserve the energy.

Use of non-conventional source of energy like solar energy and biogas helps to conserve energy.



Use of solar photo voltaic, solar water heaters, biogas plant, biomass cooking stoves helps to conserve energy.

Equipment improvements and its operational improvements are adopted.

Modern electronic equipment will be used.

Modernization of equipment for reducing lighting load

In hostels use of pressure cooker, solar cooker, water heater etc will help to reduce energy conservation.

Biogas produced out of waste materials is again used for heating purposes.

### **Initiatives implemented by JamiaNadwiyya Training College**

Increased LED and CFL lighting

Use of solar lights

Rain water harvesting

Installation of water-saving faucets in toilets

Bio-gas plant as alternate source of energy

<b>File Description</b>	<b>Document</b>
Institution energy policy document	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### **7.1.2**

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

#### **Response:**

JamiaNadwiyya Training College, Edavanna has a clear waste management policy for disposing of dry, wet, e-waste and waste water management. We try to create consciousness among staff and students about the ways in which waste is generated and the means by which they can reduce waste generation and manage the waste they produce by following the five “R” principle of reduce, reuse, recycle, refuse and regenerate. There are separate bins for dry, wet waste. All efforts are being made to make the campus Plastic free.

The dry sealable materials like paper, plastic, old furniture and other waste is regularly sold to recycling

agents “Green Wave” thus generating some income for outreach activities. The wet waste such as kitchen and garden waste is disposed of into the dustbin earmarked for the purpose. The wet waste is recycled into the compost pit dug for purpose which is monitored from time to time. E-waste bin has been placed in the corridor to collect e-waste. Instead of taking CD’s from students, data is taken in Pen drives or through email and students upload the pdf of the assignments in Google classroom, g-mail, teach mint etc.. For waste water management the staff and students are advised to minimize water wastage by turning off taps when washing their hands and report any leaking taps. Rainwater harvesting pit is there which is monitored regularly and students are made aware about the concept of rain water harvesting and its importance. Every effort is taken by the staff and students to reduce wastage of water in mess, canteen and washrooms.

### **Solid waste management:**

The solid waste generated in the campus can be demarcated into dry waste (inorganic) and wet waste (organic). Being a non-residential campus, generation of wet waste is confined largely to the canteens and mess. Apart from this, small quantity of wet waste is generated is dry, consisting of stationary like paper, periodically discarded through scrap dealers from recycling and the secondary collection is done by the Panchayath vehicle which visits the campus monthly. Throwing of waste in open spaces is strictly prohibited and usage of plastic bags is discouraged within the premises of the college.

### **Liquid waste management**

The campus has a waterborne sewerage system which consists of an underground network of the sewage pipes. The black waste water from wash basins is directly discharged in to the sewerage system. The gray water from the canteen, wash area is directed to a recycling sump and the same is used for gardening purposes.

### **E-waste management**

The various components of E-waste encountered in the campus consists of computer system, CRT and LED monitors, electronic components used in the laboratories, printers etc. Outdated computer systems which are in working condition are distributed to the schools for use by the school students. Computer system which are damaged and not in working condition, electrical and electronic instruments and components are disposed through E-waste scarp by adopting a transparent system.

<b>File Description</b>	<b>Document</b>
Documentary evidence in support of the claim	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### **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:** D. Any 1 of the above

File Description	Document
Income Expenditure statement highlighting the specific components	<a href="#">View Document</a>
Geo-tagged photographs	<a href="#">View Document</a>
Documentary evidence in support of each selected response	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

#### 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:** C. Any 2 of the above

File Description	Document
Income Expenditure statement highlighting the specific components	<a href="#">View Document</a>
Geotagged photographs	<a href="#">View Document</a>
Documentary evidence in support of the claim	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Any additional link	<a href="#">View Document</a>

#### 7.1.5

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

**Response:**

Sanitation is considered as basic determinant in quality of life and human development index. Ensuring that college is well maintained is not only conducive to productivity, it also increase the likelihood of expecting more students. The institute promotes and aligns goals to national mission of Swatch Bharath or Clean India campaign which bring about changes in behavioral and attitudinal aspect of habitants. The institute strongly believes in emphasizing on information, education and communication (IEC) for effective participation of campus users.

The institute highlights and takes care of every basic parameter of maintenance of cleanliness like personal hygiene, safe water, waste water disposal, solid waste disposal, food hygiene and environmental sanitation. The institute has framework in terms of policies since Oct 2020 for waste management.

In a quest for healthy, livable and sustainable campus, spaces with plantation have a vital role. To add to the green cover of the institute many tree plantation drives were conducted by the institute. The institute also adopted saplings distribution program as an act of promoting environmental and sustainability in events and functions. The institute also prohibits intra movements of vehicles in the campus as to enhance the indoor air quality of the campus which in return reduce the air pollution.

The institute has a robust network of sewage disposal system which also acts as guiding force to implement hygiene and cleanliness in campus.

Institute is resilient in deployment of dedicated teams for maintenance of water system, drainage system, and waste management system in the campus. The periodic maintenance practiced in the campus induces sense of cleanness and also cut off extra expense on wastage.

Access to sanitation facilities is a fundamental right to safeguard health. Separate and safe sanitary facilities for females in the campus are also encouraging factor of the institute. Dedicated safe drinking water sources are present at many places throughout the campus which come from storage tank. The water purifier is installed to ensure water quality.

The institute believes in the fact that precaution is better than cure and abides to it thoroughly. Many promotional signages are put in the campus area to promote and aware students to avoid littering in open spaces. Use of colour coded dustbins to segregate solid wastes at the source is deployed in the campus which safely collects, confine and dispose waste.

**Document Required:**

1. Waste segregation (Dustbin pictures)
2. Signage
3. Bills

<b>File Description</b>	<b>Document</b>
Documents and/or photographs in support of the claim	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**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:** C. Any 3 of the above

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

**7.1.7**

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

**Response: 0****7.1.7.1 Total expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
0.0	00	0.0	00	00

File Description	Document
Income Expenditure statement on green initiatives, energy and waste management	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**7.1.8**

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

**Response:****Locational Knowledge and Resources**

This institution has an advantage of being centrally located. Banking sectors, health care centers, hospitals, cooperating and model schools, temples of worship, mosques surround the college within a radius of 3 kilometres. Bakery, stationery shops; pharmacies are at our disposal. On the call doctors are available across the road. Resource persons, Calicut University personnel, faculty from different colleges of education, principals and staffroom cooperating schools are invited for seminars, workshops and conferences. Benefits of sharing expert advice from the parent university are possible for it is situated at a closer distance. Faculty visits the Parent University and nearest training college for centralised valuation.

The playground is utilized for purposes of sport and games. At times the spacious halls are used for large scale events.

Handloom exhibitions of weavers are organized at this centre which would give an exposure for cultural studies project in this college.

A women hostel for women nearby is set up to students travelling from a distance, which is availed at

affordable prices.

‘KILA’ and ANWESHI, an NGO organization which works for bringing awareness about atrocities against women and empower our student teachers, are very close. Our senior teacher Mrs. Baby Shakeela was participating in that programme as JNTC representative; it helps our women candidates updated on women issues.

## Community Practices Challenges

### Leveraging Community Practices and Challenges

There is a strong PRO with all our co-operating schools and the teachers are free to access any resources from our campus. Audio-visual support materials prepared at source are either shared with government schools on request. During internship student teacher trainees have access to all scientific equipments from the laboratories for conducting practical activities related to the content in subject methodologies.

Kudumbasree unit is operational in our premises and we have direct access to their service. Kudumbashree is the poverty eradication and women empowerment programme implemented by the State Poverty Eradication Mission (SPEM) of the Government of Kerala. The name Kudumbashree in Malayalam language means ‘prosperity of the family’. The name represents ‘Kudumbashree Mission’ or SPEM as well as the Kudumbashree Community Network. What is commonly referred to as ‘Kudumbashree’ could mean either the Kudumbashree Community Network, or the Kudumbashree Mission, or both. Kudumbasree is an NGO which works in coordination with government agencies and always cooperate with the college for environmental protection.

AROGYKOOTTAYMA is an NGO that works in coordination with our college, which provides health orientation Programmes and camps.

File Description	Document
Documentary evidence in support of the claim	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 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:** B. Any 3 of the above

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

## 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: SPARK Program**

The SPARK program by JNTC aims to provide an adoption strategy for nearby schools, fostering holistic development through infrastructural and personal support. Key components include:

- Faculty Development Program: Enhances the skills of teachers.
- Computer Training: Provides technological proficiency.
- Virtual Teaching Preparation: Prepares lectures for online teaching.
- Study Report: Submits an academic plan for better school functioning.
- Talent Hunt: Supports students in both curricular and co-curricular activities.

The talent hunt identifies and nurtures artistic talents, while the study report offers a structured academic plan.

#### **Best Practice - 2: Student Initiative Services (SIS)**

SIS encourages students to engage beyond academic expectations, connecting them with social realities. Activities include:

- Peer Support: encourages mutual student support for learning.
- Leadership Projects: provides opportunities to lead and develop leadership skills.



- Community Participation: promotes involvement in community activities.
- Civic Duty and Social Responsibility: instills these values in students.
- Strengthening College-Community Connections: enhances bonds with the community.

### **Specific Initiatives:**

- SAHAPADIKKORU VEEDU (House for Classmate): Post-2018 Kerala floods, JNTC helped build a house for a flood-affected student.
- MANGALYA KOOTTU (Marriage Support): Raised funds for the marriage of a visually challenged alumna, collecting Rs. 209,563.
- BIRIYANI CHALLENGE: Supported Mampad Palliative Care by purchasing 220 Biryani lunches, raising Rs. 11,000.
- Integrated Medical Brotherhood (IMB): Collaborated with IMB to support patients with lifestyle diseases, collecting Rs. 5,500 in 2023-2024.
- ARBUDHASWASA NIDHI (Fund for Cancer Patients): Provided Rs. 14,000 for cancer treatment for Mr. Balakrishnan, father of a student.
- Assistance for Dialysis: Raised Rs. 10,650 for the dialysis treatment of Mr. Usman, a non-teaching staff member.

### **Best Practice - 3: TECH CAMPUS**

The TECH CAMPUS initiative equips individuals with technical skills and confidence for the technology sector. The program includes:

- ICT Training: Prospective teachers are trained in ICT tools and techniques.
- Multimedia Content Production: A tech studio for creating educational multimedia content.
- ICT Integration in Teaching: Encourages using ICT as a core teaching method.

### ***Objectives of the ICT Centre:***

- Awareness Creation: Educates prospective teachers on ICT.
- Tool Training: Provides training in various ICT tools.
- Competency Development: Develops skills in using electronic resources.
- Classroom and Professional Improvement: Encourages the use of ICT for teaching and professional growth.
- ICT in Education: Enhances the role of ICT in education through practical and theoretical training.

### **Best Practice - 4: GREEN CAMPUS**

JNTC's GREEN CAMPUS initiative promotes sustainability and eco-friendly practices, including:

- Solar Power Management: Utilizes solar energy.
- Rainwater Harvesting: Implements systems for water conservation.
- E-waste Recycling: Provides bins for electronic waste.
- Polythene Ban: Eliminates the use of polythene.
- Energy-efficient Lighting: Prefers LEDs over CFLs.
- Tree Planting and Labeling: Ensures the campus is green and educates about plant species.
- Environmental Awareness Programs: Conducts programs to raise environmental consciousness.

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

File Description	Document
Photos related to two best practices of the Institution	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 7.3 Institutional Distinctiveness

#### 7.3.1

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

#### **Response:**

Our vision is to persistently strive for educational excellence, enabling our students to become global leaders in teaching through innovative educational practices, experiential learning, and quality education, imparting knowledge, skills, and values enshrined in the Indian constitution. As part of the B.Ed curriculum, we organize various activities to develop student teachers' skills, including practical teaching sessions, school visits, SUPW, and field visits. Under "Education in Contemporary India," we performed several field visits to understand social and cultural diversities, materializing our vision.

JNTC staff and student teachers decided to visit Thekkekadambara Ooru, a rural area in Sholayur Panchayath, Palakkad District, inhabited by marginalized SC/ST communities. These communities face significant educational, economic, and infrastructural challenges. On 27/09/2018, the 2018-2020 batch students, led by Mr. Muneer KT, visited the area. They assessed the socio-cultural, economic, and educational situation through a questionnaire and provided assistance, including food, clothing, and books to the needy students. They also advised the community against black magic and blind beliefs followed by them. They were given advice to follow scientific treatments for their illness. The team visited the local primary school, held meetings with the staff and students, and offered educational support.

In 2019, the 2019-2021 batch students revisited the area on 17/10/2019 to assess improvements. They installed two water tanks to address drinking water issues and provided notebooks and educational supplies. Cultural events were organized to motivate students, and the team interacted with the school staff and local representatives.

The 2020-2022 batch continued this initiative on 09/10/2021, focusing on assessing improvements and providing the usual assistance. They interacted with students and parents and encouraged them to continue their education. Cultural programs were conducted to foster interest in studies, and feedback was collected to evaluate the impact of their efforts.

The 2021-2023 batch continued the study on 20/01/2022. They visited the local school, which had only

14 tribal students, and conducted cultural programs to motivate them. Educational kits were distributed, and lunch and sweets were provided. Interactive sessions were held to collect feedback and offer further educational support.

The 2022-2024 batch visited the same place on 01/12/2022. They found that children had been transferred to different schools in neighbouring areas due to government decisions. The team met with local representatives and consulted the community about their educational performance. Cultural programs were conducted, and further educational support was offered.

In 2023, the 2023-2025 batch continued monitoring and supporting the children's education on 09/11/2023. The team ensured continuous help and assessment of the students' educational progress.

These visits reflect JNTC's commitment to understanding and improving the socio-cultural, economic, and educational conditions of marginalized communities, aligning with our vision of educational excellence and social responsibility.

<b>File Description</b>	<b>Document</b>
Photo and /or video of institutional performance related to the one area of its distinctiveness	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 5. CONCLUSION

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### **Additional Information :**

As an institution with distinct character , Jamia Nadawiyya Training College is working with its own values . It only avails basic Government approved fees from the students and is not collecting any other amount as donation. Besides , our campus is very calm in atmosphere but very vibrant in its funtions both in curricular and co curricular activities .

### **Concluding Remarks :**

Jamia Nadawiyya Training College , as a premier Teacher Education Institution in the state , trying very hard to update its all wings in accordance with the recent trends in education and in infrastructural facilities . We bound to keep this quality in coming years to ensure the best inputs to the students and to make them the real , creative and multi skilled individuals .Our Management , staff , students , alumni and PTA work in hand in hand in this regard. As a first self financing Teacher Education Institution in the district , it tries to work for the students with fullest commitment and vigour . NAAC accreditation process is an opportunity for us to assess ourselves and to move forward with clear vision to to make quality the defining element of teacher education through a combination of self and external evaluation, promotion and sustenance initiatives .

## 6.ANNEXURE

### 1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.2.2	<p><b>Average Number of Value-added courses offered during the last five years</b></p> <p><b>1.2.2.1. Number of Value – added courses offered during the last five years</b> Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>6</td> <td>5</td> <td>5</td> <td>5</td> <td>5</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>5</td> <td>3</td> <td>4</td> <td>4</td> <td>5</td> </tr> </tbody> </table> <p>Remark : Input is edited from audited list provide by the HEI excluding stress management ,Yoga and meditation ,personality development ,communication skill and Health fitness and wellness.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	6	5	5	5	5	2022-23	2021-22	2020-21	2019-20	2018-19	5	3	4	4	5
2022-23	2021-22	2020-21	2019-20	2018-19																	
6	5	5	5	5																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
5	3	4	4	5																	
1.2.5	<p><b>Percentage of students who have completed self-study courses ( online /offline, beyond the curriculum) during the last five years</b></p> <p><b>1.2.5.1. Number of students who have completed self-study course(s) (online /offline, beyond the curriculum) during the last five years</b> Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>14</td> <td>3</td> <td>2</td> <td>26</td> <td>20</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>01</td> <td>01</td> <td>21</td> <td>17</td> </tr> </tbody> </table> <p>Remark : considering only students who completed the courses.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	14	3	2	26	20	2022-23	2021-22	2020-21	2019-20	2018-19	1	01	01	21	17
2022-23	2021-22	2020-21	2019-20	2018-19																	
14	3	2	26	20																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
1	01	01	21	17																	
1.4.1	<p><b>Mechanism is in place for obtaining structured feedback on the curriculum – semester wise from various stakeholders.</b></p> <p><b>Structured feedback is obtained from</b></p> <ol style="list-style-type: none"> <li>1. Students</li> <li>2. Teachers</li> <li>3. Employers</li> <li>4. Alumni</li> </ol>																				

	<p><b>5. Practice teaching schools/TEI</b></p> <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: A. All of the above</p>
2.2.2	<p><b>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</b></p> <ol style="list-style-type: none"> <li><b>1. Mentoring / Academic Counselling</b></li> <li><b>2. Peer Feedback / Tutoring</b></li> <li><b>3. Remedial Learning Engagement</b></li> <li><b>4. Learning Enhancement / Enrichment inputs</b></li> <li><b>5. Collaborative tasks</b></li> <li><b>6. Assistive Devices and Adaptive Structures (for the differently abled)</b></li> <li><b>7. Multilingual interactions and inputs</b></li> </ol> <p>Answer before DVV Verification : A. Any 5 or more of the above Answer After DVV Verification: B. Any 4 of the above Remark : Input is edited from clarification documents .</p>
2.3.4	<p><b>ICT support is used by students in various learning situations such as</b></p> <ol style="list-style-type: none"> <li><b>1. Understanding theory courses</b></li> <li><b>2. Practice teaching</b></li> <li><b>3. Internship</b></li> <li><b>4. Out of class room activities</b></li> <li><b>5. Biomechanical and Kinesiological activities</b></li> <li><b>6. Field sports</b></li> </ol> <p>Answer before DVV Verification : A. Any 4 or more of the above Answer After DVV Verification: B. Any 3 of the above</p>
2.3.6	<p><b>Institution provides exposure to students about recent developments in the field of education through</b></p> <ol style="list-style-type: none"> <li><b>1. Special lectures by experts</b></li> <li><b>2. ‘Book reading’ &amp; discussion on it</b></li> <li><b>3. Discussion on recent policies &amp; regulations</b></li> <li><b>4. Teacher presented seminars for benefit of teachers &amp; students</b></li> <li><b>5. Use of media for various aspects of education</b></li> </ol>

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

Answer before DVV Verification : A. Any 5 or more of the above

Answer After DVV Verification: E. Any 1 or none of the above

Remark : Input is edited from clarification report provided by HEI as only Use of media and various aspect of education point can be considered.

**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)**

Answer before DVV Verification : A. Any 8 or more of the above

Answer After DVV Verification: D. Any 2 or 3 of the above

Remark : Input is edited from clarification documents only documentary evidence have been provided and the examples of very few points have been provide such as 1,4,5 point can be considered from example and documentary evidence input is edited as per it.

**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**

	<p><b>10. Evolving ICT based learning situations</b></p> <p><b>11. Exposure to Braille /Indian languages /Community engagement</b></p> <p>Answer before DVV Verification : A. Any 8 or more of the above          Answer After DVV Verification: C. Any 4 or 5 of the above          Remark : Input is edited from clarification documents .</p>
2.4.3	<p><b>Competency of effective communication is developed in students through several activities such as</b></p> <ol style="list-style-type: none"> <li>1. <b>Workshop sessions for effective communication</b></li> <li>2. <b>Simulated sessions for practicing communication in different situations</b></li> <li>3. <b>Participating in institutional activities as ‘anchor’, ‘discussant’ or ‘rapporteur’</b></li> <li>4. <b>Classroom teaching learning situations along with teacher and peer feedback</b></li> </ol> <p>Answer before DVV Verification : A. All of the above          Answer After DVV Verification: B. Any 3 of the above</p>
2.4.4	<p><b>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</b></p> <ol style="list-style-type: none"> <li>1. <b>Teacher made written tests essentially based on subject content</b></li> <li>2. <b>Observation modes for individual and group activities</b></li> <li>3. <b>Performance tests</b></li> <li>4. <b>Oral assessment</b></li> <li>5. <b>Rating Scales</b></li> </ol> <p>Answer before DVV Verification : A. All of the above          Answer After DVV Verification: A. All of the above</p>
2.4.5	<p><b>Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of</b></p> <ol style="list-style-type: none"> <li>1. <b>Preparation of lesson plans</b></li> <li>2. <b>Developing assessment tools for both online and offline learning</b></li> <li>3. <b>Effective use of social media/learning apps/adaptive devices for learning</b></li> <li>4. <b>Identifying and selecting/ developing online learning resources</b></li> <li>5. <b>Evolving learning sequences (learning activities) for online as well as face to face situations</b></li> </ol> <p>Answer before DVV Verification : A. All of the above          Answer After DVV Verification: D. Any 2 of the above          Remark : Input is edited from clarification documents .</p>
2.4.7	<p><b>A variety of assignments given and assessed for theory courses through</b></p>



	<ol style="list-style-type: none"> <li>1. <b>Library work</b></li> <li>2. <b>Field exploration</b></li> <li>3. <b>Hands-on activity</b></li> <li>4. <b>Preparation of term paper</b></li> <li>5. <b>Identifying and using the different sources for study</b></li> </ol> <p>Answer before DVV Verification : A. Any 4 or more of the above          Answer After DVV Verification: C. Any 2 of the above          Remark : Input is edited from clarification documents .</p>
2.4.10	<p><b>Nature of internee engagement during internship consists of</b></p> <ol style="list-style-type: none"> <li>1. <b>Classroom teaching</b></li> <li>2. <b>Mentoring</b></li> <li>3. <b>Time-table preparation</b></li> <li>4. <b>Student counseling</b></li> <li>5. <b>PTA meetings</b></li> <li>6. <b>Assessment of student learning – home assignments &amp; tests</b></li> <li>7. <b>Organizing academic and cultural events</b></li> <li>8. <b>Maintaining documents</b></li> <li>9. <b>Administrative responsibilities- experience/exposure</b></li> <li>10. <b>Preparation of progress reports</b></li> </ol> <p>Answer before DVV Verification : A. Any 8 or more of the above          Answer After DVV Verification: D. Any 2 or 3 of the above          Remark : Input is edited from clarification proof.</p>
2.4.13	<p><b>Comprehensive appraisal of interns’ performance is in place. The criteria used for assessment include</b></p> <ol style="list-style-type: none"> <li>1. <b>Effectiveness in class room teaching</b></li> <li>2. <b>Competency acquired in evaluation process in schools</b></li> <li>3. <b>Involvement in various activities of schools</b></li> <li>4. <b>Regularity, initiative and commitment</b></li> <li>5. <b>Extent of job readiness</b></li> </ol> <p>Answer before DVV Verification : A. All of the above          Answer After DVV Verification: D. Any 1 or 2 of the above          Remark : Input is edited from supporting documents .</p>
2.5.3	<p><b>Average teaching experience of full time teachers for the last completed academic year.</b></p> <p>2.5.3.1. <b>Total number of years of teaching experience of full-time teachers for the last completed academic year</b></p> <p>Answer before DVV Verification : 100.75          Answer after DVV Verification: 129</p>
2.6.2	<p><b>Mechanism of internal evaluation is transparent and robust and time bound; Institution adopts</b></p>

**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**

Answer before DVV Verification : A. Any 4 or more of the above

Answer After DVV Verification: B. Any 3 of the above

Remark : Input is edited from supporting documents .

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**

Answer before DVV Verification : A. Any 4 or more of the above

Answer After DVV Verification: C. Any 2 of the above

Remark : Input is edited from clarification documents .

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**

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: C. Any 2 of the above

Remark : Input is edited from clarification documents .

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

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

Answer before DVV Verification:

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

55	15	3	7	8
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Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
24	3	1	4	2

Remark : Input is edited from report.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
8	6	2	5	4

Answer After DVV Verification :

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

Remark : These awards are to the institution and not to the individual and for extension activities only. Input is edited according to it .

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

**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**

Answer before DVV Verification : 27

Answer after DVV Verification: 19

**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

Answer before DVV Verification : A. All of the above  
 Answer After DVV Verification: C. Any 3 or 4 of the above  
 Remark : Input is edited from clarification documents .

4.1.2	<p><b>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.</b></p> <p>4.1.2.1. <b>Number of classrooms and seminar hall(s) with ICT facilities</b>          Answer before DVV Verification : 12          Answer after DVV Verification: 12</p> <p>4.1.2.2. <b>Number of Classrooms and seminar hall(s) in the institution</b>          Answer before DVV Verification : 12          Answer after DVV Verification: 12</p>																				
4.1.3	<p><b>Percentage of expenditure excluding salary for infrastructure augmentation during the last five years</b></p> <p>4.1.3.1. <b>Expenditure for infrastructure augmentation excluding salary during the last five years (INR in lakhs)</b>          Answer before DVV Verification:</p> <table border="1" data-bbox="304 949 1046 1084"> <tr> <td>2022-23</td> <td>2021-22</td> <td>2020-21</td> <td>2019-20</td> <td>2018-19</td> </tr> <tr> <td>3.21039</td> <td>2.74768</td> <td>0.06750</td> <td>0.03000</td> <td>0.56500</td> </tr> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1162 1046 1296"> <tr> <td>2022-23</td> <td>2021-22</td> <td>2020-21</td> <td>2019-20</td> <td>2018-19</td> </tr> <tr> <td>2.81</td> <td>2.74768</td> <td>0.06750</td> <td>0.03000</td> <td>0.56500</td> </tr> </table> <p>Remark : Input is edited excluding web site modification.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	3.21039	2.74768	0.06750	0.03000	0.56500	2022-23	2021-22	2020-21	2019-20	2018-19	2.81	2.74768	0.06750	0.03000	0.56500
2022-23	2021-22	2020-21	2019-20	2018-19																	
3.21039	2.74768	0.06750	0.03000	0.56500																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
2.81	2.74768	0.06750	0.03000	0.56500																	
4.2.6	<p><b>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</b></p> <ol style="list-style-type: none"> <li>1. <b>Relevant educational documents are obtained on a regular basis</b></li> <li>2. <b>Documents are made available from other libraries on loan</b></li> <li>3. <b>Documents are obtained as and when teachers recommend</b></li> <li>4. <b>Documents are obtained as gifts to College</b></li> </ol> <p>Answer before DVV Verification : B. Any 3 of the above          Answer After DVV Verification: D. Any 1 of the above          Remark : input is edited from clarification photographs .</p>																				
4.4.1	<p><b>Percentage expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years (INR in Lakhs)</b></p>																				

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
4.821373 7	3.46849	4.0322	3.37232	3.68130

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
4.32	2.84	3.84	2.57	3.52

Remark : Input is edited excluding the electric bill and telephone.

5.1.1	<p><b>A range of capability building and skill enhancement initiatives are undertaken by the institution such as:</b></p> <ol style="list-style-type: none"> <li>1. <b>Career and Personal Counseling</b></li> <li>2. <b>Skill enhancement in academic, technical and organizational aspects</b></li> <li>3. <b>Communicating with persons of different disabilities: Braille, Sign language and Speech training</b></li> <li>4. <b>Capability to develop a seminar paper and a research paper; understand/appreciate the difference between the two</b></li> <li>5. <b>E-content development</b></li> <li>6. <b>Online assessment of learning</b></li> </ol> <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: C. Any 2 or 3 of the above</p>
5.1.2	<p><b>Available student support facilities in the institution are:</b></p> <ol style="list-style-type: none"> <li>1. <b>Vehicle Parking</b></li> <li>2. <b>Common rooms separately for boys and girls</b></li> <li>3. <b>Recreational facility</b></li> <li>4. <b>First aid and medical aid</b></li> <li>5. <b>Transport</b></li> <li>6. <b>Book bank</b></li> <li>7. <b>Safe drinking water</b></li> <li>8. <b>Hostel</b></li> <li>9. <b>Canteen</b></li> <li>10. <b>Toilets for girls</b></li> </ol> <p>Answer before DVV Verification : A. Any 8 or more of the above Answer After DVV Verification: D. Any 5 of the above</p>
5.1.3	<p><b>The institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases such as</b></p>

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**

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: C. Any 3 or 4 of the above

Remark : Input is edited from clarification documents .

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)**

Answer before DVV Verification : B. Any 3 or 4 of the above

Answer After DVV Verification: D. Any 1 of the above

Remark : Input is edited from supporting documents as only concession in tuition fees has been seen.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
62	45	45	36	27

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
62	45	45	36	27

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
32	27	18	13	25

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
8	14	7	7	7

Remark : Input is edited considering events only.

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

Remark : Input is edited from clarification documents .

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**

Answer before DVV Verification : A. Any 6 or more of the above

Answer After DVV Verification: A. Any 6 or more of the above

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**

**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**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
12	12	2	5	2

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
01	00	0	3	1

Remark : In put is edited from clarification receipts provide by HEI.

**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****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**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
12	12	3	7	6

Answer After DVV Verification :

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
1.07000	1.27000	.53000	.49500	.50500

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
00	00	00	00	00



6.5.3	<p><b>Average number of quality initiatives taken by IQAC or any other mechanism for promoting quality culture during the last five years.</b></p> <p><b>6.5.3.1. Number of quality initiatives taken by IQAC or any other mechanism for promoting quality during the last five years.</b></p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="306 389 1046 524"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>86</td> <td>41</td> <td>34</td> <td>44</td> <td>38</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 602 1046 736"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>6</td> <td>4</td> <td>00</td> <td>00</td> <td>00</td> </tr> </tbody> </table> <p>Remark : Input is edited from the clarification report as some of the reports are not having dates few are not in assessment period.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	86	41	34	44	38	2022-23	2021-22	2020-21	2019-20	2018-19	6	4	00	00	00
2022-23	2021-22	2020-21	2019-20	2018-19																	
86	41	34	44	38																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
6	4	00	00	00																	
6.5.4	<p><b>Institution engages in several quality initiatives such as</b></p> <ol style="list-style-type: none"> <li><b>1. Regular meeting of Internal Quality Assurance Cell (IQAC) or other mechanisms; Feedback collected, analysed and used for improvements</b></li> <li><b>2. Timely submission of AQARs (only after 1st cycle)</b></li> <li><b>3. Academic Administrative Audit (AAA) and initiation of follow up action</b></li> <li><b>4. Collaborative quality initiatives with other institution(s)</b></li> <li><b>5. Participation in NIRF</b></li> </ol> <p>Answer before DVV Verification : B. Any 3 of the above          Answer After DVV Verification: C. Any 2 of the above          Remark : Input is edited from supporting documents considering 1 and 3 point.</p>																				
7.1.3	<p><b>Institution waste management practices include</b></p> <ol style="list-style-type: none"> <li><b>1. Segregation of waste</b></li> <li><b>2. E-waste management</b></li> <li><b>3. Vermi-compost</b></li> <li><b>4. Bio gas plants</b></li> <li><b>5. Sewage Treatment Plant</b></li> </ol> <p>Answer before DVV Verification : A. Any 4 or more of the above          Answer After DVV Verification: D. Any 1 of the above</p>																				
7.1.4	<p><b>Institution has water management and conservation initiatives in the form of</b></p>																				

1. Rain water harvesting
2. Waste water recycling
3. Reservoirs/tanks/ bore wells
4. Economical usage/ reduced wastage

Answer before DVV Verification : A. All of the above  
 Answer After DVV Verification: C. Any 2 of the above

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

Answer before DVV Verification : A. All of the above  
 Answer After DVV Verification: C. Any 3 of the above

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
0.0	0.25	0.0	0.24	2.82

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0.0	00	0.0	00	00

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**

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. Any 3 of the above

Remark : Input is edited from inactive web link .

## 2.Extended Profile Deviations

ID	Extended Questions																				
1.3	<p><b>Number of seats earmarked for reserved category as per GOI/ State Govt. rule year wise during the last five years..</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>20</td> <td>20</td> <td>10</td> <td>10</td> <td>10</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>20</td> <td>20</td> <td>10</td> <td>10</td> <td>10</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	20	20	10	10	10	2022-23	2021-22	2020-21	2019-20	2018-19	20	20	10	10	10
2022-23	2021-22	2020-21	2019-20	2018-19																	
20	20	10	10	10																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
20	20	10	10	10																	
1.4	<p><b>Number of outgoing/ final year students who appeared for final examination year wise during the last five years..</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>99</td> <td>49</td> <td>48</td> <td>48</td> <td>49</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>99</td> <td>49</td> <td>48</td> <td>47</td> <td>49</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	99	49	48	48	49	2022-23	2021-22	2020-21	2019-20	2018-19	99	49	48	47	49
2022-23	2021-22	2020-21	2019-20	2018-19																	
99	49	48	48	49																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
99	49	48	47	49																	
2.1	<p><b>Total expenditure excluding salary year wise during the last five years (INR in lakhs)..</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>16.577701</td> <td>8.69720</td> <td>9.19109</td> <td>7.43048</td> <td>8.06141</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>10.64</td> <td>7.72</td> <td>9.46</td> <td>7.03048</td> <td>9.35</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	16.577701	8.69720	9.19109	7.43048	8.06141	2022-23	2021-22	2020-21	2019-20	2018-19	10.64	7.72	9.46	7.03048	9.35
2022-23	2021-22	2020-21	2019-20	2018-19																	
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10.64	7.72	9.46	7.03048	9.35																	

2.2	<b>Number of Computers in the institution for academic purposes..</b> Answer before DVV Verification : 45 Answer after DVV Verification : 4
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