

EXECUTIVE SUMMARY SWOT ANALYSIS

N.S.S. Training College, Ottapalam is one of the scores of educational institutions, ranging from elementary schools to Grade I colleges, owned and managed by Nair Service Society. Nair Service Society, a registered charitable society, was founded in the year 1914 by late Mannath Padmanabhan, the legendary social reformer, educationist and visionary. Today its organs or units sprawl from one end of the state to the other, and even beyond the boundaries of the state playing pivotal role in the social transformation of the state by means of the mighty tool of widespread education.

Most of the N.S.S. Educational institutions are in remote villages that would ever have remained obscure and unawakened had it not been for the temples of learning N.S.S. chose to establish in these areas. Chroniclers have never been slow or hesitant in acknowledging the signal role these institutions have been playing as agents of speedy progress and change with its motto, "Education for all".

The crying need for a college of Teacher Education in Palakkad District struck Mannath Padmanabhan as early as 1960, a time when such a college was absent in the entire area. Aspiring students of Education, therefore, had to move to places far from their homes, and the result was that trained teachers were hard to come by. Often schools had to recruit untrained teachers which affected adversely the standards of teaching and learning in the schools.

Comparatively women were the worst affected in the absence of teacher-education facilities near their homes. Though there were plenty of girl's schools in the area, the number of women-teachers available was fewer. The opening of this

institution was a boon for the women who aspired for the profession of teaching. This institution has paved for them the way to empower themselves with greater educational attainments. Thus the role that this institution has played in the development and empowerment of the women community of the state is a vital and pioneering one.

Ottapalam stands on the banks of Nila, the river that meanders through the whole of south Malabar districts of Thrissur and Palakkad and Malappuram and it epitomizes the rich age old culture of Valluvanad, a geographical area that still stands untouched by the pathetic aftermaths of mindless industrial growth and wanton commercial exploitation. A paradise marked by pure serene idyllic charm, Ottapalam is also known for top diplomats like Mr. K.P.S. Menon, Scientists like Dr. M.G.K. Menon and legal luminaries and statesmen like Mr. Chettur Sankaran Nair and Mr. V.P. Menon. The very high standards of education the area maintained justified the founder's plan to set up an institution of teacher's training here.

N.S.S. Training College had indeed modest beginnings as in the case of many of the great institution that we see today. It was opened in 1960 by Sri. V.P. Menon in the premises of the N.S.S. K.P.T. High School with 80 students and three teachers, one of whom was the principal. Two years later, the college was shifted to a nearby two storied building specially built for the college. Then its student strength was a hundred. 1965, it catered to a hundred and fifty students, and in thirty five years, its strength had doubled to reach three hundred. It now imparts teacher training in half a dozen discipline with 22 teachers on its faculty excluding the Principal.

In the development of infrastructure, UGC came to its help in 1976-1977 and the administrative block in two storeys was the result. The management built up

another three storey block to accommodate the increasing number of students, in 1995. Now the construction of an open air auditorium cum lecture hall complex in two storeys is completed wholly funded by the management. A new P.G. block with well equipped computer lab and other facilities was inaugurated on December 10, 2014.

Another mile stone in the growth of the college was the commencement of M.Ed. course in 1995, which raised the status of the college to a full fledged institution of teacher education.

With total student strength of 325 and thirty four staff on the roles, the institution today has substantial merit and mettle as the facts furnished in the report substantiate.

The college was established in 1960 and was affiliated to the University of Calicut. To start with, it imparted instruction for the one year B.Ed. Degree course with eighty students on the rolls. In 1995, the college was upgraded to a Post Graduate college with M.Ed. course. The college celebrated its Silver Jubilee in 1985 and it's Golden Jubilee in February 2010.

At present, the institution offers B.Ed. course in six subjects viz Mathematics, Physical Science, Natural Science, Social Science, Malayalam and English, with a total sanctioned strength of 300 students. The college also offers instruction for the Degree of Master of Education and the sanctioned strength of this course is 25. With strength of 325 students in its rolls, the institution is recognized as the biggest college of teacher education in the state.

The college is modeled on semi-residential pattern and this offers adequate opportunities of curricular and co-curricular activities for the mental as well as

spiritual development of the students. The special concern of the college for the moral standards of the students is well evidenced by the spiritual discourses held occasionally in the college. These discourses have undoubtedly enriched the personal as well as social identity of the students.

The college and its hostels are open to students of all castes and creeds, and provide amenities for the creation of a healthy cosmopolitan atmosphere in the campus.

Guidance from NSS Management with regular administrative and financial support helps the Principal to serve the community through imparting quality education. The institution charges the fees stipulated by the University of Calicut which is affordable to students from all sections of the society

The college undergoes regular inspection by the National Council for Teacher Education (NCTE) as per rules. The examination system is scheduled by the University of Calicut and both theory based and practical examinations are conducted on time. The average percentage of results of the B.Ed. programme over the last five years is 95% to 99% and for the M.Ed. programme is 100%

Our Vision and Mission Statements convey clearly and concisely the direction of the institution. They strongly communicate its goals to realize an attractive and inspiring common vision of the future.

Our **vision** is: *“Professional Excellence through Empowering Transformation.”*

The **mission** of the institution is:

“To create intellectually alert, professionally competent, morally upright, emotionally integrated, spiritually enlightened, physically sound, socially conscious and committed teachers.”

The college offers adequate opportunities for curricular and co-curricular activities for the intellectual, emotional physical social and spiritual development of students. The students are empowered through the various curricular and co-curricular transactions of the college and are lead towards professional excellence.

The strength of the institution is the well qualified and dedicated faculty and Administrative staff who are well aware of their duties and responsibility. There are 12 administrative staff in the college who are enthusiastic and dedicated to their work. Out of the 22 teaching faculty 12 members are PhD holders and the others are progressing in different stages of their PhD work. One of the teaching faculty has got Post Doctoral Fellowship (UGC). Four faculty members are research supervisors of various universities and have produced Doctoral degrees.

Most of the teaching faculty of the college served as Resource persons, Expert committee chairpersons and members in the restructuring of M.Ed. and B.Ed. curriculum of Calicut University based on the revised NCTE norms 2014. Some of the faculty members are serving as members of various academic bodies like Board of Studies (UG and PG), Faculty of Education and Academic Council of Calicut and Kannur Universities. Some teaching faculty serve as experts of various educational agencies such as SCERT, NCERT, NCTE Peer Team, SIEMAT and are research experts in Doctoral committees of various Universities. Some members of the faculty served as subjects' experts in selection committees of various training colleges and schools.

The students of the college have proved their mettle in various intercollegiate cultural and literary competition and competitions conducted by other social and cultural organizations. There are many university rank holders NET and SET

qualified persons and JRF holders among our students and alumni. We collaborate with social organizations local governing bodies and schools to participate in social activities like cleaning campaigns, awareness rallies, check dam building, Environment awareness programmes, remedial teaching, uniform distribution, visiting orphanages and old age homes and so on.

A good number of the alumni hold prominent positions in various walks of life. This college has produced innumerable luminaries in the profession of teaching and education. They include members of senate/syndicate and of various academic bodies of Universities, Principals, Professors, Headmasters and teachers in secondary and Higher Secondary schools and also authors and artists of repute. Our alumni has also held positions of social and political leaderships, and positions like member of Kerala State Women's Commissions and Chief Editor of prominent news papers.

Our well equipped library provides reference services to students from various Teacher Education Colleges, M.Ed. students and research scholars of various Universities. The research tools developed by the faculty of our college are adopted by research scholars of other institutions regularly. Most of our faculty has published thematic and research papers in various National and International journals.

The institution over the last 55 years has been able to establish a cordial relationship with all the schools selected for practice teaching. All the practice teaching schools have provided their support for the effective completion of the teaching practice of the student teachers. More over most of the nearby unaided schools and training colleges recruit their teachers and teacher educators from our alumni and students.

The M.Ed. association seminar conducted yearly serve as a platform for academic interaction among students of our college and other colleges, university centers and departments and the inter collegiate paper presentation competition in research areas is well appreciated by other institutions. The expert classes on SPSS and hands on experience provided for M.Ed. students help them highly in statistical analysis of their research report.

Self-appraisal Report

Part I: Institutional Data

(Uploaded on the institutional website and submitted in a softcopy and hardcopy)

A. Profile of the Institution

1. Name and address of the institution: **N. S. S TRAINING COLLEGE,
OTTAPALAM,
PALAKKAD (Dist), KERALA.
PIN-679 101**

2. Website URL www.nssce.org

3. For communication:
1. **N. S. S TRAINING COLLEGE,
OTTAPALAM,
PALAKKAD (Dist), KERALA.
PIN-679 101**

E-Mail: principalks914@gmail.com

Office

Name	Telephone Number with STD Code	Fax No	E-Mail Address
Head/Principal Dr. Kumari S. Girija	0466-2247259 (Prin) 0466-2244359 (Off)	-	principalks914@gmail.com
Self - appraisal Co-ordinator Dr. Ampili Aravind	0466-2249265 9447455051	--	ampiliaravind@gmail.com

Residence

Name	Telephone Number with STD Code	Mobile Number
Head/Principal Dr. Kumari S. Girija	04734-254099	9447074031
Self - appraisal Co-ordinator Dr. Ampili Aravind	0466-2249265	9447455051

4. Location of the Institution: Urban Semi-urban Rural Tribal

5. Campus area in acres:

6.78 Acre

6. Is it a recognized minority institution?

Yes

No

7. Date of establishment of the institution:
Month & Year

MM	YYYY
20 th August	1960

8. University to which the institution is affiliated:

University of Calicut

9. Details of UGC recognition under sections 2(f) and 12(B) of the UGC Act.
Month & Year

2f

MM	YYYY
June	1972

Month & Year

12B

MM	YYYY
June	1972

10. Type of Institution

- | | | |
|---------------|-------------------------|-------------------------------------|
| a. By funding | i. Government | <input type="checkbox"/> |
| | ii. Grant-in-aid | <input checked="" type="checkbox"/> |
| | iii. Constituent | <input type="checkbox"/> |
| | iv. Self-financed | <input type="checkbox"/> |
| | v. Any other | <input type="checkbox"/> |
| b. By Gender | i. Only for Men | <input type="checkbox"/> |
| | ii. Only for Women | <input type="checkbox"/> |
| | iii. Co-education | <input checked="" type="checkbox"/> |
| c. By Nature | i. University Dept. | <input type="checkbox"/> |
| | ii. IASE | <input type="checkbox"/> |
| | iii. Autonomous College | <input type="checkbox"/> |
| | iv. Affiliated College | <input checked="" type="checkbox"/> |

- v. Constituent College
- vi. Dept. of Education of Composite College
- vii. CTE
- viii. Any other (specify and indicate)

11. Does the University / State Education Act have provision for autonomy?

Yes No

If yes, has the institution applied for autonomy?

Yes No

12. Details of Teacher Education programmes offered by the institution:

Sl. No.	Level	Programme/ Course	Entry Qualification	Nature of Award	Duration	Medium of instruction
i)	Secondary/ Sr. secondary			Certificate		
				Diploma		
		B.Ed	B.A/B.Sc	Degree	1 Year	English
ii)	Post Graduate			Certificate		
				Diploma		
		M.Ed.	B.Ed.	Degree	1 Year	English

13. Give details of NCTE recognition (for each programme mentioned in Q.12 above)

Level	Programme	Order No. & Date	Valid up to	Sanctioned Intake
Secondary/ Sr.secondary	B.Ed	SRC/NCTE/AOSO0378/B. Ed/KL/2015/62985 dtd. 24-03-2015		300 (1 basic unit from 2015 admission onwards)
Post Graduate	M.Ed.	SRO/NCTE/APS09664/M. Ed/KL/2015-16/65488 dtd. 26-05-2015		25 (1 basic unit from 2015 admission onwards)

B. Criterion-wise inputs

Criterion I: Curricular Aspects

1. Does the Institution have a stated Vision

Yes	✓	No	
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Mission

Yes	✓	No	
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Values

Yes	✓	No	
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Objectives

Yes	✓	No	
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2. a) Does the institution offer self-financed programme(s)?

Yes		No	✓
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3. Are there programmes with semester system

Yes	✓	No	
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4. Is the institution representing/participating in the curriculum development/ revision processes of the regulatory bodies?

Yes	✓	No	
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If yes, how many faculty are on the various curriculum development/vision committees/boards of universities/regulating authority.

15

5. Number of methods/elective options (programme wise)

B.Ed.

6

M.Ed. (Full Time)

4

M.Ed. (Part Time)

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6. Are there Programmes offered in modular form

Yes		No	✓
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7. Are there Programmes where assessment of teachers by the students has been introduced

Yes	✓	No	
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Number	2
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8. Are there Programmes with faculty exchange/visiting faculty

Yes	✓	No	
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Number	2
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9. Is there any mechanism to obtain feedback on the curricular aspects from the

- Heads of practice teaching schools
- Academic peers
- Alumni
- Students
- Employers

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
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Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
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Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
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Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
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Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
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10. How long does it take for the institution to introduce a new programme within the existing system?

6 months

11. Has the institution introduced any new courses in teacher education during the last three years?

Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
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12. Are there courses in which major syllabus revision was done during the last five years?

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
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Number	2
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13. Does the institution develop and deploy action plans for effective implementation of the curriculum?

Yes No

14. Does the institution encourage the faculty to prepare course outlines?

Yes No

Criterion II: Teaching-Learning and Evaluation

1. How are students selected for admission into various courses?

- a) Through an entrance test developed by the institution
- b) Common entrance test conducted by the University/Government
- c) Through an interview
- d) Entrance test and interview
- e) Merit at the qualifying examination
- f) Any other (specify and indicate)

2. Furnish the following information (for the previous academic year):

- a) Date of start of the academic year

20-11-2013

- b) Date of last admission

15-12-2014

- c) Date of closing of the academic year

18-11-2014

- d) Total teaching days

170

- e) Total working days

200

3. Total number of students admitted

Programme	Number of students			Reserved			Open		
	M	F	Total	M	F	Total	M	F	Total
B.Ed. (2013-14)	9	277	286	1	71	72	8	206	214
M.Ed. (2013-14)	2	22	25	-	6	6	3	16	19

4. Are there any overseas students?

Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
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5. What is the 'unit cost' of teacher education programme? (Unit cost = total annual recurring expenditure divided by the number of students/ trainees enrolled).

- a) Unit cost excluding salary component

34984

- b) Unit cost including salary component

78523

6. Highest and Lowest percentage of marks at the qualifying examination considered for admission during the previous academic session

Programmes	Open		Reserved	
	Highest (%)	Lowest (%)	Highest (%)	Lowest (%)
B.Ed.	98.3%	81%	79%	45%
M.Ed.	86%	69%	85.5%	59%

7. Is there a provision for assessing students' knowledge and skills for the programme (after admission)?

Yes No

8. Does the institution develop its academic calendar?

Yes No

9. Time allotted (in percentage)

Programmes

B.Ed.	Theory	Practice Teaching	Practicum
	62.50%	25.00%	12.50%
M.Ed.	Theory	Field Work	Dissertation
	71.40%	7.94%	20.64%

10. Pre-practice teaching at the institution

a) Number of pre-practice teaching days

b) Minimum number of pre-practice teaching

lessons given by each student

11. Practice Teaching at School

a) Number of schools identified for practice teaching

b) Total number of practice teaching days

c) Minimum number of practice teaching lessons given by each student

12. How many lessons are given by the student teachers in simulation and pre-practice teaching in classroom situations?

No. of classes in simulation	10	No. of Lessons Pre-practice teaching	25
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13. Is the scheme of evaluation made known to students at the beginning of the academic session?

Yes No

14. Does the institution provide for continuous evaluation?

Yes No

15. Weightage (in percentage) given to internal and external evaluation

Programmes	Internal	External
B.Ed.	25%	75%
M.Ed.	20%	80%

16. Examinations

a) Number of sessional tests held for each paper

b) Number of assignments for each paper

17. Access to ICT (Information and Communication Technology) and technology.

	Yes	No
Computers	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Intranet	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Internet	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Software / courseware (CDs)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Audio resources	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Video resources	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Teaching Aids and other related materials	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Any other (specify and indicate)		
1. LCD Projectors	<input checked="" type="checkbox"/>	
2. Interactive Projectors	<input checked="" type="checkbox"/>	
3. Wi-Fi networking	<input checked="" type="checkbox"/>	

18. Are there courses with ICT enabled teaching-learning process?

Yes No Number

19. Does the institution offer computer science as a subject?

Yes No

Criterion III: Research, Consultancy and Extension

1. Number of teachers with Ph. D and their percentage to the total faculty strength

Number	11	50	%
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2. Does the Institution have ongoing research projects?

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
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If yes, provide the following details in the ongoing research projects.

Funding agency	Amount (Rs)	Duration (years)	Collaboration, if any
UGC	82,000	1½ Years	No

3. Number of completed research projects during last three years.

NIL

4. How does the institution motivate its teachers to take up research in education? (Mark ✓ for positive response and X for negative response)

- Teachers are given study leave
- Teachers are provided with seed money
- Adjustment in teaching schedule
- Providing secretarial support and other facilities
- Advance increment in salaries
- Teachers are encouraged to avail FIP
- Providing research consultancy by teachers
- Teachers are encouraged to undertake major/minor research projects

5. Does the institution provide financial support to research scholars?

Yes No

6. Number of research degrees awarded during the last 5 years.

a. Ph.D.

b. M.Phil.

7. Does the institution support student research projects (UG & PG)?

Yes No

8. Details of the Publications by the faculty (Last five years)

	Yes	No	Number
International journals	✓		30
National journals – referred papers Non referred papers	✓		98
Academic articles in reputed magazines/news papers	✓		260
Books	✓		4
Any other (specify and indicate) Seminar proceedings with ISBN	✓		2

9. Are there awards, recognition, patents etc received by the faculty?

Yes	✓	No	
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10. Number of papers presented by the faculty and students (during last five years):

	Faculty	Students
National seminars	320	20
International seminars	20	2
Any other academic forum - State Level Seminars	80	60

11. What types of instructional materials have been developed by the institution?
(Mark '✓' for yes and 'X' for No.)

Self-instructional materials	<input checked="" type="checkbox"/>
Print materials	<input checked="" type="checkbox"/>
Non-print materials (e.g. Teaching	<input checked="" type="checkbox"/>
Aids/audio-visual, multimedia, etc.)	<input checked="" type="checkbox"/>
Digitalized (Computer aided instructional materials)	<input checked="" type="checkbox"/>
Question bank	<input checked="" type="checkbox"/>
Any other (specify and indicate)	<input type="checkbox"/>

12. Does the institution have a designated person for extension activities?

Yes No

If yes, indicate the nature of the post.

Full-time Part-time Additional charge

13. Are there NSS and NCC programmes in the institution?

Yes No

14. Are there any other outreach programmes provided by the institution?

Yes No

15. Number of other curricular/co-curricular meets organized by other academic agencies/NGOs on Campus

16 Does the institution provide consultancy services?

Yes No

In case of Paid consultancy what is the net amount generated during last three years:

17. Does the institution have networking/linkage with other institutions/ organizations?

Local level	<input checked="" type="checkbox"/>
State level	<input checked="" type="checkbox"/>
National level	<input checked="" type="checkbox"/>
International level	<input type="checkbox"/>

Criterion IV: Infrastructure and Learning Resources

1. Built-up Area (in sq. mts.)

2206.98 Sq.mts

2. Are the following laboratories been established as per NCTE Norms?

- | | | | | |
|---|-----|-------------------------------------|----|--------------------------|
| a) Methods lab | Yes | <input checked="" type="checkbox"/> | No | <input type="checkbox"/> |
| b) Psychology lab | Yes | <input checked="" type="checkbox"/> | No | <input type="checkbox"/> |
| c) Science Lab(s) | Yes | <input checked="" type="checkbox"/> | No | <input type="checkbox"/> |
| d) Education Technology lab | Yes | <input checked="" type="checkbox"/> | No | <input type="checkbox"/> |
| e) Computer lab | Yes | <input checked="" type="checkbox"/> | No | <input type="checkbox"/> |
| f) Workshop for preparing teaching aids | Yes | <input checked="" type="checkbox"/> | No | <input type="checkbox"/> |

3. How many Computer terminals are available with the institution?

45

4. What is the Budget allotted for computers (purchase and maintenance) during the previous academic year?

Rs. 1717000

5. What is the Amount spent on maintenance of computer facilities during the previous academic year?

Rs. 58800

6. What is the Amount spent on maintenance and upgrading of laboratory facilities during the previous academic year?

Rs. 27000

7. What is the Budget allocated for campus expansion (building) and upkeep for the current academic session/financial year?

Rs. 300000

8. Has the institution developed computer-aided learning packages?

Yes

No

9. Total number of posts sanctioned

Open Reserved

Teaching
Non-teaching

M	F	M	F
9	13		

10. Total number of posts vacant

Open Reserved

Teaching
Non-teaching

M	F	M	F
3	0		
2	0		

11. a. Number of regular and permanent teachers
(Gender-wise)

Open Reserved

Assistant Professors

M	F	M	F
8	11		

Associate Professors

M	F	M	F
1	2		

Professors

M	F	M	F
--			

b. Number of temporary/ad-hoc/part-time teachers (Gender-wise)

Open Reserved

Lecturers

M	F	M	F
--	3		

Readers

M	F	M	F

Professors

M	F	M	F

b. Number of teachers from

Same state

22

Other states

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12. Teacher student ratio (program-wise)

Programme	Teacher student ratio
B.Ed.	1:12.5
M.Ed.	1:5.5

13. a. Non-teaching staff

Permanent	Open		Reserved	
	M	F	M	F
	9	3		

Temporary	M	F	M	F
	--			

b. Technical Assistants

Permanent	M	F	M	F
	--			

Temporary	M	F	M	F
	1			

14. Ratio of Teaching – non-teaching staff

2 : 1

15. Amount spent on the salaries of teaching faculty during the previous academic session (% of total expenditure)

14279082/-

16. Is there an advisory committee for the library?

Yes No

17. Working hours of the Library

On working days	09.00 a.m-05.00 p.m
On holidays	10.00 a.m-02.00 p.m
During examinations	10.30 a.m-02.00 p.m

18. Does the library have an Open access facility

Yes No

19. Total collection of the following in the library	
a. Books	<input type="text" value="13959"/>
- Textbooks	<input type="text" value="11459"/>
- Reference books	<input type="text" value="2500"/>
b. Magazines	<input type="text" value="4"/>
e. Journals subscribed	
- Indian journals	<input type="text" value="31"/>
- Foreign journals	<input type="text"/>
f. Peer reviewed journals	<input type="text"/>
g. Back volumes of journals	<input type="text" value="✓"/>
h. E-information resources	
- Online journals/e-journals	<input type="text" value="✓"/>
- CDs/ DVDs	<input type="text" value="✓"/>
- Databases	<input type="text" value="✓"/>
- Video Cassettes	<input type="text"/>
- Audio Cassettes	<input type="text"/>
20. Mention the	
Total carpet area of the Library (in sq. mts.)	<input type="text" value="2000 Sq. ft."/>
Seating capacity of the Reading room	<input type="text" value="75"/>
21. Status of automation of Library	
Yet to intimate	<input type="checkbox"/>
Partially automated	<input checked="checked" type="checkbox"/>
Fully automated	<input type="checkbox"/>
22. Which of the following services/facilities are provided in the library?	
Circulation	<input checked="checked" type="checkbox"/>
Clipping	<input checked="checked" type="checkbox"/>
Bibliographic compilation	<input type="checkbox"/>
Reference	<input type="checkbox"/>

Information display and notification	<input checked="" type="checkbox"/>
Book Bank	<input checked="" type="checkbox"/>
Photocopying	<input checked="" type="checkbox"/>
Computer and Printer	<input checked="" type="checkbox"/>
Internet	<input checked="" type="checkbox"/>
Online access facility	<input type="checkbox"/>
Inter-library borrowing	<input type="checkbox"/>
Power back up	<input checked="" type="checkbox"/>
User orientation /information literacy	<input checked="" type="checkbox"/>
Any other (please specify and indicate	<input type="checkbox"/>

23. Are students allowed to retain books for examinations?

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
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24. Furnish information on the following

Average number of books issued/returned per day	150
Maximum number of days books are permitted to be retained	
by students	14
by faculty	14
Maximum number of books permitted for issue	
for students	2
for faculty	10
Average number of users who visited/consulted per month	600
Ratio of library books (excluding textbooks and book bank facility)to the number of students enrolled	1:32

25. What is the percentage of library budget in relation to total budget of the institution

0.5

26. Provide the number of books/ journals/ periodicals that have been added to the library during the last three years and their cost.

	2010-2011		2011-2012		2012-2013	
	Number	Total cost (in Rs.)	Number	Total cost (in Rs.)	Number	Total cost (in Rs.)
Text books	357	167425	707	221675	200	51359
Other books	163		11		29	
Journals/ Periodicals	43	20038	30	17349	17	18094
Any others specify and indicate(Encyclopedia/Han dbooks)						
<i>(Additional rows/columns may be inserted as per requirement)</i>						

Criterion V: Student Support and Progression

1. Programme wise “dropout rate” for the last three batches

Programmes	2010-11	2011-12	2012-13
B.Ed.		0	14
M.Ed.	0	0	0

2. Does the Institution have the tutor-ward/or any similar mentoring system?

Yes	✓	No	
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If yes, how many students are under the care of a mentor/tutor?

12 Students

3. Does the institution offer Remedial instruction?

Yes	✓	No	
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4. Does the institution offer Bridge courses?

Yes		No	✓
-----	--	----	---

5. Examination Results during past three years (provide year wise data)

	UG(B.Ed)			PG(M.Ed)		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Pass percentage	98.23%	94.86%	94.44%	100%	100%	100%
Number of first classes	252	235	268	23	25	25
Number of Second Classes	20	42	18	2	0	0

6. Number of students who have passed competitive examinations during the last three years (provide year wise data)

Competitive Examination	No. of Students Qualified in	
	2012-2013	2013-2014
NET	20	22
SLET/ SET	40	46

KPSC/ UPSC/	24	16
Banking Service	8	12
K- TET	18	22

7. Mention the number of students who have received financial aid during the past three years.

Financial Aid	2013-14	2014-15
Merit Scholarship	--	--
Merit-cum-means scholarship	--	--
Fee concession	122	176
Loan facilities	--	--
Any other specify and indicate	--	--

(Additional rows may be inserted as per requirement)

1. Is there a Health Centre available in the campus of the institution?

Yes		No	✓
-----	--	----	---

2. Does the institution provide Residential accommodation for:

Faculty	Yes		No	✓
Non-teaching staff	Yes		No	✓

3. Does the institution provide Hostel facility for its students?

Yes	✓	No	
-----	---	----	--

If yes, number of students residing in hostels

Men	--
-----	----

Women	45
-------	----

4. Does the institution provide indoor and outdoor sports facilities?

Sports fields	Yes	✓	No	
Indoor sports facilities	Yes	✓	No	
Gymnasium	Yes		No	✓

5. Availability of rest rooms for Women

Yes	✓	No	
-----	---	----	--

6. Availability of rest rooms for men

Yes	✓	No	
-----	---	----	--

7. Is there transport facility available?

Yes		No	✓
-----	--	----	---

8. Does the Institution obtain feedback from students on their campus experience?

Yes	✓	No	
-----	---	----	--

9. Give information on the Cultural Events (Last year data) in which the institution participated/organised.

	Organised			Participated		
	Yes	No	Number	Yes	No	Number
Inter-collegiate	✓		Three	✓		Four
Inter-university						
National						
Interschool	✓		Three			

(Excluding college day celebration)

17. Give details of the participation of students during the past year at the university, state, regional, national and international sports meets.

	Participation of students (Numbers)	Outcome (Medal achievers)
State		
Regional	4	-
National		
International		

18. Does the institution have an active Alumni Association?

Yes	✓	No	
-----	---	----	--

If yes, give the year of establishment

14-03-1998

19. Does the institution have a Student Association/Council?

Yes No

20. Does the institution regularly publish a college magazine?

Yes No

21. Does the institution publish its updated prospectus annually?

Yes No

22. Give the details on the progression of the students to employment/further study (Give percentage) for last three years.

Year	PG	M.Phil.	Research	Teaching Career	Other Career
2010-2011	7	8	20	60	15
2011-2012	11	3	19	60	7
2012-2013	10	3	20	62	5

23. Is there a placement cell in the institution?

Yes No

If yes, how many students were employed through placement cell during the past three years.

2010-11	2011-12	2012-13
11	13	8

24. Does the institution provide the following guidance and counselling services to students?

- | | Yes | No |
|------------------------------------|-------------------------------------|--------------------------|
| • Academic guidance and Counseling | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| • Personal Counseling | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| • Career Counseling | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

Criterion VI: Governance and Leadership

1. Does the institution have a functional Internal Quality Assurance Cell (IQAC) or any other similar body/committee

Yes No

2. Frequency of meetings of Academic and Administrative Bodies: (last year)

Governing Body/management	Quarterly
Staff council	Monthly
IQAC/or any other similar body/committee	Thrice in a year
Internal Administrative Bodies contributing to quality improvement of the institutional processes	Students Union Library Committee Discipline Committee Academic Monitoring Cell

3. What are the Welfare Schemes available for the teaching and non-teaching staff of the institution?

Loan facility	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Medical assistance	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Insurance	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Festival allowances	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>

4. Number of career development programmes made available for non-teaching staff during the last three years

2011-12	2012-13	2013-14
1	2	2

5. Furnish the following details for the past three years

a. Number of teachers who have availed the Faculty Improvement

Program of the UGC/NCTE or any other recognized

Organization

One

b. Number of faculty development programmes organized by the Institution:

10-11	11-12	12-13
-------	-------	-------

12	2	4
----	---	---

c. Number of Seminars/ workshops/symposia on Curricular development,

Teaching- learning, Assessment, etc. organised by the institution

28		
----	--	--

d. Research development programmes attended by the faculty

4		
---	--	--

e. Invited/endowment lectures at the institution

10		
----	--	--

Any other area (specify the programme and indicate)

18		
----	--	--

6. How does the institution monitor the performance of the teaching and non-teaching staff?

a. Self-appraisal

Yes	✓	No	
-----	---	----	--

b. Student assessment of faculty performance

Yes	✓	No	
-----	---	----	--

c. Expert assessment of faculty performance

Yes	✓	No	
-----	---	----	--

d. Combination of one or more of the above

Yes	✓	No	
-----	---	----	--

e. Any other (specify and indicate)

Yes		No	
-----	--	----	--

7. Are the faculty assigned additional administrative work?

Yes	✓	No	
-----	---	----	--

If yes, give the number of hours spent by the faculty per week

During admission and Examination

8. Provide the income received under various heads of the account by the institution for previous academic session 2013-14

Grant-in-aid	Rs. 608054
Fees	Rs. 2099209
Donation- PTA	Rs. 1371700
Self-funded courses	-
Any other (specify and indicate) -UGC	-

9. Expenditure statement (for last two years)

	2012-13	2013-14
Total sanctioned Budget		
% spent on the salary of faculty	40	40
% spent on the salary of non-teaching employees	15	15
% spent on books and journals	5	5
% spent on developmental activities (expansion of building)	10	10
% spent on telephone, electricity and water	5	5
% spent on maintenance of building, sports facilities, hostels, residential complex and student amenities, etc.	10	10
% spent on maintenance of equipment, teaching aids, contingency etc.	5	5
% spent on research and scholarship (seminars, conferences, faculty development programs, faculty exchange, etc.)	10	10
% spent on travel	-	-
Any other (specify and indicate)		
Total expenditure incurred		

10. Specify the institutions surplus/deficit budget during the last three years? (specify the amount in the applicable boxes given below)

	Surplus in Rs.	Deficit in Rs.
2013-14	<input type="text"/>	2.72.23.877
2012-13	<input type="text"/>	2.58.42.645
2011-12	<input type="text"/>	2.35.10.438

11. Is there an internal financial audit mechanism?

Yes No

12. Is there an external financial audit mechanism?

Yes No

13. ICT/Technology supported activities/units of the institution:

Administration	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Finance	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Student Records	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Career Counselling	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Aptitude Testing	Yes	-	No	<input type="checkbox"/>
Examinations/Evaluation/ Assessment	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Any other (Teaching Practice)	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>

14. Does the institution have an efficient internal co-ordinating and monitoring mechanism?

Yes No

15. Does the institution have an inbuilt mechanism to check the work efficiency of the non-teaching staff?

Yes No

16. Are all the decisions taken by the institution during the last three years approved by a competent authority?

Yes No

17. Does the institution have the freedom and the resources to appoint and pay temporary/ ad hoc / guest teaching staff?

Yes No

18. Is a grievance redressal mechanism in vogue in the institution?

- a) for teachers
- b) for students
- c) for non - teaching staff

19. Are there any ongoing legal disputes pertaining to the institution?

Yes No

20. Has the institution adopted any mechanism/process for internal academic audit/quality checks?

Yes No

21. Is the institution sensitised to modern managerial concepts such as strategic planning, teamwork, decision-making, computerisation and TQM?

Yes No

Criterion VII: Innovative Practices

1. Does the institution has an established Internal Quality Assurance Mechanisms ?

Yes No

2. Do students participate in the Quality Enhancement of the Institution?

Yes No

3. What is the percentage of the following student categories in the institution?
(2013-14)

	Category	Men	%	Women	%
a	SC	0	-	51	
b	ST	1		13	
c	OBC	-		17	
d	Physically challenged			1	
e	General Category	8		204	
f	Rural				
g	Urban				
h	Any other (specify)				

4. What is the percentage of the staff in the following category ?

	Category	Teaching staff	%	Non-teaching staff	%
a	SC	---	----	----	---
b	ST	---	---	---	---
c	OBC	---	---	---	---
d	Women	16	64	3	21
e	Physically challenged	---	--	--	--
f	General Category	25	100	14	100
g	Any other(specify)	---	---	---	---

5. What is the percentage incremental academic growth of the students for the last two batches?

Category	At Admission		On completion of the course	
	2012-13	2013-14	2012-13	2013-14
SC	54	57	63	64
ST	51	51	62	68
OBC	62	70	71	74
Physically challenged	--	--	--	--
General Category	68	70	81	83.5
Rural				
Urban				
Any other (specify)				

Criterion I

CURRICULAR ASPECTS

1.1. Curricular Design and Development

1.1.1 State the objectives of the institution and the major considerations addressed by them? (Intellectual, Academic, Training, Access to the Disadvantaged, Equity, Self-development, Community and National development, Issue of ecology and environment, Value Orientation, Employment, Global trends and demands, etc.)

The objectives of the institution are clearly stated, constantly reviewed, and highlighting the expected relationship between all its constituents these are well communicated and the progress is systematically monitored.

The objectives of the institution reflect contemporary educational needs and are relevant to regional/national/international demands.

OBJECTIVES

Domains of Mission	Description of Objectives
ACADEMIC	<ul style="list-style-type: none"> • To mould academically excellent and professionally competent teachers equipped with proper conceptual understanding and functional efficiency intertwined with scientific temper appropriate for the new world order. • To enable the students to create learning opportunities that are adapted to diverse contexts and learners inside and outside the classrooms. • To conceptualize and practically apply formal and informal evaluation strategies to assess the continuous all-round development of the learners. • To instill a research based academic culture through implementation of issue based problem solving approach in the student teachers. • To enhance the professional competence of teacher educators and master degree scholars through action research and other collaborative activities.

<p style="text-align: center;">GLOBAL/ NATIONAL/ SOCIAL</p>	<ul style="list-style-type: none"> • To promote the spirit of fellowship among students across culture, caste and creed to equip them to meet the National and Global demands and challenges. • To promote commitment and adherence to national values through meaningful actions upholding constitutional obligations. • To up-lift the educationally backward/ weaker/minority sessions of the society through meaningful actions. • To uphold the habit of learning to live together in a complex modern world of pluralism and multi ethnic-linguistic diversity
<p style="text-align: center;">ENVIRONMENTAL</p>	<ul style="list-style-type: none"> • To impart conscientisation on conservation of environmental diversity and preventive measures of over exploitation of natural resources. • To develop an eco-friendly and pollution free lifestyle inside and outside the institution. • To develop a positive attitude towards sustainable development.
<p style="text-align: center;">PERSONAL</p>	<ul style="list-style-type: none"> • To empower the students through the development of integrated personality characterized by leadership qualities, commitment, and ethical professionalism. • To acquire proficiency in teaching, research, extension and counseling and guidance services leading to excellence in classroom/teacher education practices
<p style="text-align: center;">ETHICAL</p>	<ul style="list-style-type: none"> • To train the new generation teachers to perceive and transfer the cultural, social and spiritual values of the society. • To help the students to strengthen their varied base of universal value system in the light of spiritual and emotional intelligences and cultural ethos of the best from east and west.
<p style="text-align: center;">AESTHETIC</p>	<ul style="list-style-type: none"> • To develop the capabilities among the students to appreciate and interpret the environment within and outside them. • To promote the designing, composition and performance of cultural and art forms on and off the stage in varied dimensions. • To generate a holistic vision of <i>Vasudeiva Kudumbakam</i> through enhancement of appreciation of <i>International Brothehood towards all individuals</i>

MAJOR CONSIDERATIONS ADDRESSED BY THE OBJECTIVES

Intellectual, Academic and Training: - By using the state-of-the-art facilities provided by the institution in tune with the stipulations and guidelines of NCTE, the institution is committed to provide the required academic atmosphere necessary for the intellectual and professional growth of the student-teachers. The institution always promotes the human resource of the college in translating their resourcefulness to meaningful realization of learning experiences to student teachers and master degree scholars with a view to ensuring proper training and realizing attitudinal modification required for a teacher of the twenty-first century.

Equity and access to the disadvantaged: - A hallmark of the college is equal opportunity for all irrespective of caste, creed, colour, social status, language and gender. The statutory guidelines of the controlling and monitoring authorities of the institution in this regard are strictly followed. In addition to those special initiatives to empower the weaker and marginalized sections among the student population is under taken by the college.

Self Development: - Ample opportunities are provided by the college to discover and develop the innate, inherent interest and talents of each and every one of the student population. Self expression through academic output and creative presentations are promoted through the platform of various internal forums throughout the course.

Community and National Development: - A work culture of promoting social commitment to strengthen the feeling of togetherness among diversity is prevailing in the academic atmosphere of the institution. The college upholds the modern outlook of “Think global & act Local” principle to contribute to National and International development and universal brotherhood.

Ecological and Environmental Issues: - The trait of institutional environment is pollution free, calm, and serene atmosphere. The mandatory part of the rules and regulation of the institution helps to maintain it as a plastic, smoke, litter and substance abuse free campus. The breath of innocence is provided by the mofusal atmosphere of Ottapalam area, surrounding the campus is highly conducive for contemplative learning and action. The broader perspective of sustainable development is thus intrinsic in nature to the institution.

Value Orientation: - The functioning of college length and breadth is value based. The various dimensions of values – ethical, spiritual, emotional, social and environmental are well integrated in the various learning experiences provided in the institution in and outside the classrooms. The eclectic experience acquired by students in the institution is in total value driven.

Employability of Candidates: - Competency through skill generation and behavioural grooming through attitude formation to face the future challenges in teaching are well addresses by the institution. In addition to the prescribed mandatory curriculum several value addition avenues are in operation in the teacher development activities of the college. The institution also offers placement assistance to the candidates. This high profile institution in Kerala is proud on its students employed as teachers in odd nocks and corners of the state and outside, not in the country but in abroad also.

Global Citizenship:- Keeping in view with the Indian thought “Lokasamastha Sukhinobhavanthoo” the college always tries to maintain an institutional culture open to the best of the East and West. The gradually strengthening National and International collaborative ventures add more possibility in this dimension. Cutting across the geographical boundaries of the nation, the alumni of the college functions as the living testimonials to the global outlook acquired from the college at different parts of the world.

1.1.2 Specify the various steps in the curricular development processes. (Need assessment, development of information database pertaining to the feedback from faculty, alumni, employers and academic experts and formalizing the decisions in statutory academic bodies.)

The academic syllabus for B. Ed. and M.Ed. courses are developed by Calicut University and the same is circulated to the affiliated colleges by the University. The members of the faculty in the college has a pivotal role in syllabus development process, the syllabus for the B.Ed course was revised recently by the University board of studies in which three of our faculty members were present, and is followed in the present academic year.

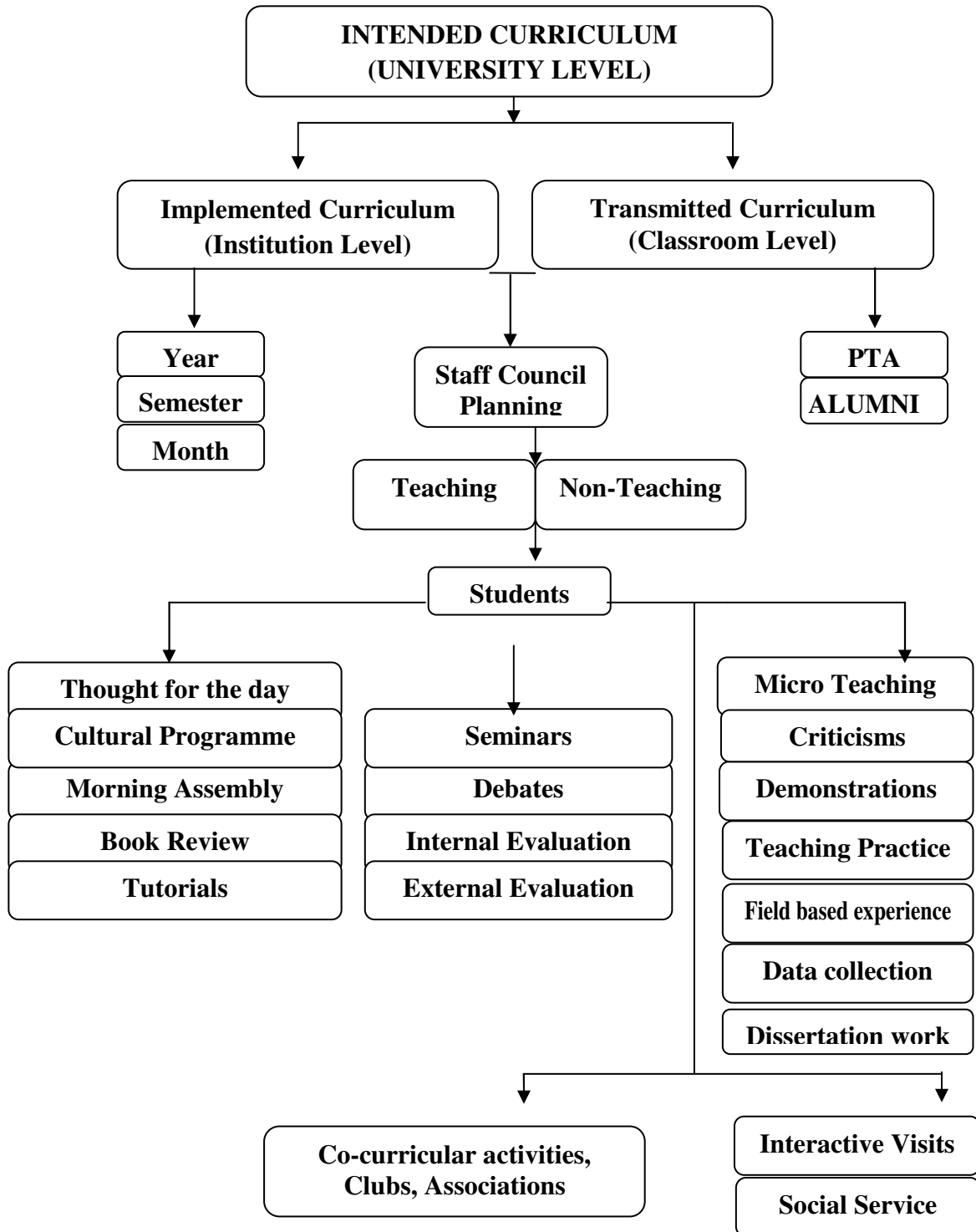
The syllabus for the M.Ed course is also in the stage of revision, where we have two board members and many faculties serving as experts for the curriculum revision committee. The college put forward suggestions regularly to the University for making improvements in curriculum. Thus the institution is abided by the regulatory statutory bodies, the modifications made by these competent authorities are brought to the action.

Institution has established “Curriculum Review & Reform Committee” at the College. The faculties of this institution are constantly participating as experts in the curriculum reform projects initiated by the state government, SCERT, DIET and local bodies.

Planning of the curriculum: - Based on the goals and objectives of the course, feedback received from the stakeholders, curriculum planning committee plans activities ahead of the course.

Preparing of the curricular plan:- (Annual, weekly, monthly, daily plan):- The course planning committee constituted by the senior staff members and the Principal, prepares annual, monthly, weekly, daily plan and a comprehensive calendar well in advance.

The following Diagram indicates the general flow of curriculum planning and implementation at the College level.



Evaluation of the curriculum: - Proper supervision and evaluation procedures are adopted periodically by the institution for ensuring the quality of the course. Evaluation performance is administered periodically and collects feedback and suggestions from its stakeholders and modifications are done accordingly. The committee accepts the feedback and suggestions about the existing curriculum of the course from all the faculty members, members of Alumni Association, student-teachers of current session, teachers & heads of practice teaching schools and academic experts, on a prescribed format/ questionnaire. After compiling, analyzing and evaluating the feedback, on curriculum the suggestions are recommended to Calicut University, for the modifications.

For ensuring the range of program options available to the students, the institution, practices various feedback/assessment mechanisms from its beneficiaries. The curriculum focuses and offers diversity and flexibility to the learners based on the feedback analysis.

SWOT Analysis: - The institution practices various procedures in the initiation, review, and redesign of the curriculum. SWOT analysis sheet is administered to the student teachers, PTA and Alumni for identifying the strength and weakness of the course.

Monitoring & Evaluation:-Proper supervision and evaluation is done by the Staff Council and the curriculum committee.

Curricular mapping: - The institution uses the curriculum mapping for the effective implementation of the curriculum planning designed at the beginning of each academic year. This mapping enhances the process of curriculum development. Month wise, unit-wise, content-wise and evaluation oriented distribution of curriculum helps a lot to enable the teacher educators in the smooth functioning of curricular activities.

1.1.3 How does the institution ensure that the curriculum bears some thrust on national issues like environment, value education and ICT?

The college plans and implements activities that is helpful in acquainting the students with global trends in Teacher Education.

The global trends in Teacher Education in the existing curriculum are:

- All core and elective subjects of B.Ed. and M.Ed. reflects the global trends in teacher education.
- The college through instructional treatment apprises the students, to teacher education with global trends in teacher education.
- Information Communication and Educational Technologies with processes of the curriculum equips the teacher trainees with the latest technologies development in the field of education
- The college substantially makes use of the application of technological aids as computer, laptop, smart board, internet, e-learning etc to keep abreast with global trends.
- Inclusive education, Yoga Education, Human Right Education, Educational & Vocational Guidance, Distance & open learning, Environment Education of curriculum reflect the new global trends in teacher education.
- Observation of important national and international days ensures national integration and internationalism.
- Inviting experts on education of other educational institutions for enhancing the quality of teacher education.
- All the class rooms are “Smart Classes” and wi-fi internet connectivity are constantly made available for the students throughout the day.

- Thought for the day based on global issues and trends is conducted every day.
- In morning assembly global issues are highlighted to make global awareness in thrust area.
- Book review session is conducted on all Friday's to make prospective teachers aware about the recent publications in literature
- Cultural programmes are conducted in all Thursdays in house wise for enriching the co-curricular aspects
- Tutorials are conducted in every fortnight to address the specific psychological, personal, emotional or academic problems of the prospective teachers
- Aerobics, spiritual and social skill development programs are organized for developing life skill and social skills.

Communicative English courses, ICT courses and personality development programmes are integrated in the curriculum.

1.1.4 Does the institution make use of ICT for curricular planning? If yes give details.

The institution ensures that the curriculum of B.Ed. and M.Ed. bears some thrust on national issues like environment, value education and ICT. The college in corporation with WWF conducts environment relates programs every year and arranges extension lectures on environmental awareness, sustainable development. Some of the Other Programs arranged are

- Workshop on Conservation of Environment
- Celebration of World Environment Day
- Planting of seedling programme (maram oru varam)
- Campus beautification & cleaning

- Thadayana in Bharathapuzha in collaboration with Municipality
- Environmental awareness campaigns

The ICT syllabus of the Calicut University is very deep in nature promotes independent software Linux at the same time give its recognition to windows also. First hand experiences are given in website creation, blog development, animations, image and video editing software, operating systems, and spreadsheets. Direct interactive sessions are arranged for ICT integration skills for the prospective teachers with the HR assistance from the IT @ School team and technical support from the college.

1.1.5 Does the institution make use of ICT for curricular planning? If yes give details.

The institution makes use of ICT for curricular planning. Details are:

- Academic Calendar
- Yearly planner
- Time Table
- Committee Structure
- Micro Teaching
- Circulars
- Notices
- Duties and responsibilities of Staff
- Examination works
- Clubs and Association activities
- College union activities
- Invitations
- Preparation of news letter
- Internet use
- Recording & record keeping
- Web Designing

- Consultancy
- Digital Library
- Word processing
- Research Promotion
- Power point presentation
- Administrative work
- Website up-gradation
- Social Networking
- Blog Creation
- Video Lesson

Demonstration lessons by teacher-educators, micro-teaching and practice teaching lessons by student-trainees are planned and presented with the use of LCD and OHP. All the micro teaching sessions are video recorded and regular feedback is given. Staff members prepare and present the orientation programme and instructional materials for their classroom teaching by using ICT. The faculty makes sure that the student trainees get training in current technology in educational technology.

There are various enrichment programmes for the students to become competent teachers. Teachers are being motivated to integrate modern information and communication technologies (ICTs) with traditional methods of teaching. All the facilities like interactive white board, computers, LCD projector, OHP, slide projectors handy cams etc. are provided with uninterrupted power backup to make the lesson a success. All the faculty members have good hand in the use of ICT and modern technologies. All the teachers are efficient in making teaching – learning material with good care and concern. They are capable of making charts, pictures, models, transparencies, slides, flash cards and power point presentations.

1.2 Academic Flexibility

1.2.1 How does the institution attempt to provide experiences to the students so that teaching becomes a reflective practice?

In the regular college level training, preparation and maintenance of Daily Action Journal/ Diary by the students is a mandatory requirement to instill the spirit of reflective practice among the students. During practice teaching self reflection to lessons and peer review of classes also provide opportunity for reflection. Criticism class sessions are basically reflection oriented. Periodic semester wise formal and informal feedback sessions also give reflection opportunity to students. Weekend reflective sessions are arranged during practice teaching.

As the problem based approach of critical pedagogy is practiced through issue based curriculum. The student teachers are competent enough to carry out reflection in and reflection on action as part of the training. The micro research type processes done by the students are the result of application of their reflective competency developed through the course.

1.2.2 How does the institution provide for adequate flexibility and scope in the operational curriculum for providing varied learning experiences to the students both in the campus and in the field?

The Institution provides a wide variety of learning experiences to the students for effective implementation of the curriculum. While implementing the curriculum, the faculty members encourage the student teacher to participate in various Curricular, Co-Curricular and extracurricular activities. The college organizes various co-curricular activities which provide varied learning experiences to the students both in the campus as well as in the field.

The various activities conducted in the college are

- Induction Day
- Peer tutoring
- Talents day
- E-Learning
- Seminars
- Debates
- Quizzes
- Work experience/SUPW
- Field Trip
- Community Living Camp
- Subject Associations.

1.2.3 What value added courses have been introduced by the institution during the last three years which would for example: Develop communication skills (verbal & written), ICT skills, Life skills, Community orientation, Social responsibility etc.

At present the college does not provide any value added courses

1.2.4 How does the institution ensure the inclusion of the following aspects in the curriculum?

Inter Multi Disciplinary Nature

Inter multi disciplinary nature of the course is achieved through the following measures

1. Multi Optional general Class System
2. Team Teaching Events
3. Inter Optional House System
4. Talent Day Programme
5. College Union and Objective based Subject Associations

6. Field Visit and General Tour
7. Seminars and Orientation Programmes
8. Community Living Camp
9. Community Based SUPW Programme
10. Multi Disciplinary Quizzes and Debates
11. Action Research
12. Adoption of Students from Neighboring School
13. M.Ed. students take classes for B.Ed. students.
14. Peer tutoring is utilized for statistical analysis of M.Ed. dissertation for mathematically weak students.

As part of the main streaming, weaker sections and physically handicapped students are admitted by special allotment. Through this paper student teachers are taught how to identify and tackle the personnel, social, emotional and educational needs of such type of students. Remedial teaching is provided to those who are educationally low scoring. Proper seating arrangements and necessary teaching learning devices are provided. Financial and emotional supports are given whenever it is required.

Practice teaching: - The Practice Teaching is organized in two distinct phases namely; *School Visit, and 30 days Spell (Second Semester)*. Pre-practice training to student-teachers is given through discussion, demonstration, micro teaching and criticism lessons. Every student-teacher completes 30 practice teaching lessons. During this teaching practice period heads of the schools give proper orientation about rules and regulations of the school to the student teachers. Student teachers prepare and present various lessons according to the syllabus assigned. Achievement test, diagnostic test and remedial measures are practiced during teaching practice.

School experience: - A school visit is conducted prior to practice teaching for three days. The school visit report covers components like the school administration and management, daily functioning, infrastructure, administration and educational management, teaching and learning.

There is a provision for both theoretical and practical aspects of school experience or school management. Student teachers are given conceptual knowledge about the management of school facilities, library, infrastructure, time table, human resources etc. At the time of practice teaching at school, student-teachers apply their acquired knowledge in the actual situations. There they organize morning assembly, make arrangements for teaching learning situation, manage, man and material resources. Student – teachers conduct an action research project during practice teaching and provide solution/remedies to a particular class room problem.

Work experiences/SUPW:-Work experience is provided through training in soap, detergent and chalk making, interior decoration items and paper cutting art. Also student-teachers are encouraged to participate in various community services, surveys and extension activities.

Other Relevant Curriculum Transaction components: Special classes for value, environment and health education to the students of respective teaching practice schools. Student teachers are deputed as judges for youth festival in schools. Student teachers take duty to assist in District Science Exhibition. Students are deputed as invigilators for different competitive exams by the Government and different organizations. Identifies talented students of practice teaching schools and encourage them by giving cash awards and prizes. Remedial teaching is given by the student teachers for the students of nearby schools. The student-teachers help in the preparation and distribution of noon meals.

The college conducts intercollegiate paper presentation competition for M.Ed. students every year. Online tutorial groups are formed for SET/NET coaching and other academic discussions. Expert classes are arranged for M.Ed. students to give training in research article writing and publication.

1.3 Feedback on curriculum

1.3.1 How does the institution encourage feedback and communication from the Students, Alumni, Employers, Community, Academic peers and other stakeholders with reference to the curriculum?

The institution has adopted well oriented mechanism for collecting feedback and exchange of information with regard to the curricular and co curricular aspects of the programme being run in the institution. For getting feedback on curriculum following practices are adopted.

Feedback on curriculum by the Prospective Teachers: - The institution has tried its best to cater to the needs of the students, society and nation through best practices in curriculum. Prospective Teachers views and suggestions on the curriculum are collected for making necessary modifications and improvement in the current curriculum. For this purpose the institution uses two tools – (1) Inviting Prospective Teachers feedback on proforma, given by NAAC, through which prospective teachers rates the complete course and the curriculum of the various subjects. (2) The suggestion box available in the improvement in the curriculum.

Feedback on curriculum by the – Alumni:-The view and suggestions of old students of the institution are also invited with reference to the curriculum.

These students are encouraged and motivated to provide feedback on the curriculum of the B.Ed. course. They are asked to post/disclose their views in following

manner: Feedback proforma for Alumni, Oral expression of their views about the curriculum to the Principal or the subject teacher. Writing their suggestions/ ideas directly to the Principal or subject teacher. Provide their suggestions through suggestion box.

Feedback on curriculum by Teaching Staff:-The institution has its Internal Curriculum Review & Reform Committee consisting of staff members as subject experts. The committee analyses the existing curriculum of the B.Ed. & M.Ed. course, finds out the needs & difficulties of the student – teachers and provide suggestive measures for the modification in the curriculum. The faculty members meet after every academic activity to review and discuss the strength and weakness of the activities. They also provide suggestive measures for improvement in these academic activities. The existing action plans related to curricular aspects of the college are discussed in the staff council meeting. Teachers play an active role in the tutorials to solve problems of student – teachers regarding the curriculum.

Feedback on curriculum by the Community: - The institution has established a cordial linkage with the community. There are various occasions where the institution and the community come together. At the time of every meeting formal & informal feedback is received from the community regarding the curriculum. Some of the activities are: The institution has established extension linkages with community and local educational institutions i.e. practice teaching schools. The institution has also organize various services/ activities in the community such as vaccination camp, awareness programme etc. and have received feedback and suggestions from the community members at that time.

The institution always invites heads & staff of the practice teaching schools, parents of the student – teachers & community members in various activities, functions, exhibitions and competitions of the college on teaching aids, skill in teaching, cultural activities, talent search, sports meet, etc. where they provide their valuable feedback &

suggestions to the course. The feedback from the school teachers, during practice teaching about the B.Ed. course and their experience at practice teaching on prescribed proforma (developed by the institution) is collected and reviewed. The institution organizes meetings with school Principals and the teachers of the neighboring schools to share their views on the methodology and curriculum of the B.Ed. & M.Ed. course.

1.3.2 Is there a mechanism for analysis and use of the outcome from the feedback to review and identify areas for improvement and the changes to be brought in the curriculum ? If yes give details on the same.

The institution has established an IQAC which has been assigned to look after both academic and administrative quality. The institution is trying its best to receive feedback from all its stake holders, with regard to curriculum and after analysis and discussion, identifies areas to be modified. Remarkable suggestions are reviewed by curriculum committee. After discussion, recommendations are sent to the University and the higher education department.

**1.3.3 What are the contributions of the institution to curriculum development?
(Member of BOS/ sending timely suggestions, feedback etc.)**

The curriculum committee of the college continuously evaluates the implementation and the outcome of the curriculum. Periodic assessment and corrective measures are also administered by the college. Issues of curriculum content and transaction to be addressed by the higher authority level will be communicated to the concerned, as members of BOS and faculty of education.

The examination board members, chairman and co-ordinating chairman from the college also contribute to the communication process leading to fine-tuning the curriculum transaction process.

The following members of the faculty offer their services in curriculum development process as member of faculty of education and consultants respectively.

- Dr. K.Rajagopalan, Member PG BOS, Calicut & Kannur Universities
- Dr. Ampili Aravind, Core Committee Member, M.Ed. curriculum revision, Calicut University, Expert Committee Member, B.Ed. curriculum revision, Calicut University.
- . K.P.Anilkumar, Member UG BOS, Calicut University
- Dr. Devika. R, Member UG BOS, Calicut University
- Suresk Kumar K., Member, Faculty of Education, Calicut University
- Smitha .R. Expert Committee Member , B.Ed. and M.Ed. curriculum revision, Calicut University.
- Dr. K.S. Sajan, Expert Committee Member , B.Ed. and M.Ed. curriculum revision, Calicut University.
- Sunilkumar A.S., Expert Committee Member , B.Ed. and M.Ed. curriculum revision, Calicut University.
- Dr. Seema Menon K.P. Expert Committee Member , B.Ed. and M.Ed. curriculum revision, Calicut University.

1.4 Curriculum Update

1.4.1 Which courses have undergone a major curriculum revision during the last five years? How did these changes contribute to quality improvement and student satisfaction? (Provide details of only the major changes in the content that have been made)

B.Ed course has undergone major curricular revision in 2012 , the nature of the B.Ed programme was by introducing credit semester system and internal grading. University examination was made mandatory after each semester. The course structure, classroom training pattern and evaluation pattern, was completely restructured. Definite strategies were given for comprehensive evaluation of the students in each and every aspect of the training programme. In 2013 M.Ed curriculum underwent university level revision. Various workshops formally and informally were organized for this purpose and from 2013 onwards new curriculum was introduced at M.Ed level. From 2015 admissions onwards both B.Ed. and M.Ed. Courses are restructured as two year (4 semester) courses as per NCTE regulations 2014. Most of the faculty are members of the curriculum revision expert committees for both B.Ed. and M.Ed. and the revision is almost complete.

1.4.2 What are the strategies adopted by the institution for curriculum revision and update? (need assessment, student input, feedback from practicing schools etc.)

The institution is following the curriculum prescribed by the Calicut University for both UG and PG courses. The revisions made by the University have been incorporated so far. The institution periodically makes suggestions on curriculum revision and update by adopting the following strategies:

- Identifying the thrust areas for revision and changes
- Collecting regular feedback from Students to make necessary modifications based on student needs.

- Consultation with curriculum experts and school authorities for making appropriate changes.
- Analysis and evaluation of the suggestions collected Reporting to the apex body
- Last year and the present year has been credited with the steps undertaken to revise the syllabus both for B.Ed and M.Ed.

1.5 Best Practices in Curricular Aspects

1.5.1 What is the quality sustenance and quality enhancement measure undertaken by the institution during the last five years in curricular aspects?

Quality Sustenance Measures

- Digitalized Seminar Hall
- Smart Classrooms
- Well Equipped Computer Lab
- Well Equipped Language Lab
- Reprographic facility
 - Multi Purpose laser printer
 - Multipurpose colour printer and scanner
 - Total Automation in the office with many desktops, printer, scanner, Photostat machine (Large size)
 - Power Back-up
- Technology Lab
 - Television
 - Handicams for all Subjects for recording micro teaching sessions
 - Digital Camera
 - OHP& LCD Projector
 - Multipurpose player
- Generator

Quality Enhancement Measures

- Ensures punctuality and regularity
- Effective use of library resources
- Transparency in all functioning
- Techno centric pedagogy
- Proper training in computer labs
- Optimum use of all technological devices in the college
- Workshop on personality development
- Programs on communication skills
- Hands on training
- Programs on social and emotional development

1.5.2 What innovations/best practices in ‘Curricular Aspects’ have been planned/implemented by institution?

Innovations/best practices in “Curricular Aspects”- planned and implemented:

- Preparation of action plan
- Realization of objectives by tapping all the available resources
- Yearly SWOT analysis
- Proper orientation through familiarization week
- Smart classroom
- Digitalized seminar hall with Wi-Fi connectivity
- ICT oriented education
- Well equipped General laboratories and method labs
- Formation of different committees
- Functioning of clubs/cells/ associations

- Celebration of International and National days/festivals/fairs/sports meet and arts fest
- Initiated maths clinic
- Conduct intercollegiate paper presentation competition for M.Ed. students in research areas yearly.
- Curriculum workshops for teachers and teacher educators.
- Exhibition of teaching aids and donation to schools.
- Online tutorial group for NET/SET
- Classes of resource persons on SPSS and hands on experience for M.Ed. students.

Additional information to be provided by institutions opting for Re-accreditation/ Re-assessment

- 1. What are the main evaluative observations/suggestions made in the first assessment report with reference to curricular aspects and how have they been acted upon?**

The accreditation team had given high opinion about curriculum aspects and its implementation. The institution is maintaining good relationship with the head and teachers of practice teaching schools. Meeting of the head of the schools before the practice teaching is conducted.

- 2. What are the major quality sustenance and enhancement measures undertaken by the institution since the previous assessment and accreditation?**

In addition to the previously mentioned innovative practices the institution is striving towards global excellence by incorporating the following:

- The institution has improved its infrastructure to enhance quality in curriculum transaction.
- Organized three day national workshop on Women Studies Curriculum Development for both UG and PG courses sponsored by UGC
- Organized three day national workshop on Open door policy in Higher Education sponsored by UGC
- Organized three day national workshop on Children with Disability sponsored by UGC
- Organized 2 day National seminar on Humanizing Education of Children with Special Needs.
- Organized Five day national workshop on Research Paradigms in Education sponsored by PTA and Management
- Online tutorial group for NET and SET coaching.
- Maths clinic.
- Women empowerment programmes and awareness seminars
- Teaching aids exhibition and donation to schools.
- Inter collegiate paper presentation competition for M.Ed. students.
- Remedial classes for backward students.
- Curriculum workshops for teacher educators and teachers.
- Expert classes on SPSS and hands on experience for M.Ed. students.
- Attaining of ISBN for the institutional publications
- All classrooms are digitalized
- Installation of Power backup system
- Installation of multipurpose B/W laser printer with photocopier
- Installation of multipurpose colour laser printer with photocopier
- E-learning and M-learning
- Multipurpose B/w and Colour Printer cum Photocopier

Criterion II

CURRICULUM TRANSACTION AND EVALUATION

2.1 Admission Process and Student Profile

2.1.1 Give details of the admission processes and admission policy (criteria for admission, adherence to the decisions of the regulatory bodies, equity, access, transparency, etc.) of the institution?

The institution follows a centralized allotment system provided by the state government through LBS centre (autonomous body under the Government of Kerala) for admitting the students on the basis of the marks obtained at the graduate level, institution preference of students and separate norms of each category LBS centre prepares a separate norms of each category LBS centre prepares a separate allotment list for each institution. The government allotted seats includes the categories such as:

- General Category
- Minorities
- Community Quota
- SC and ST
- Sports Quota
- Socially and economically backward classes like Ezhava, Muslim and other backward Hindus
- Physically impaired

For B.Ed. 85% of the total seats are filled through pure merit based on government rules and 15% are preserved as management seats. The intake of the management seats are also based on merit basis. Merit seats are filled through first, second and third allotment respectively. Publicity and transparency in the admission process are ensured to maintain equity considering the norms including the reservation policies.

M.Ed. admissions are conducted on the basis of rank obtained in the entrance test conducted by the University of Calicut considering the norms including reservation policies. 75% of total seats are filled through pure merit based on separate quota norms and the rest are filled by the management as per norms of the university.

From 2015 admission onwards the admission process for both B.Ed. and M.Ed. is done based on the new 2014 regulations of NCTE and the revised regulations of admission of University of Calicut. The admission is done by the college itself under the guidelines of the University of Calicut.

2.1.2 How are the programmes advertised? What information is provided to prospective students about the programs through the advertisement and prospectus or other similar material of the institution?

The government advertises the B.Ed. Training programmes through the official website of government of Kerala and News papers indicating the name of institutions under each university, number of seats and optional subjects available in each institution. The prospectus is prepared by the Government of Kerala.

For M.Ed. course notification and prospectus are prepared by the University of Calicut.

The official website of the college gives the detailed information about its vision, mission and objectives. The course structure, student's strength in each optional subject, code of conduct, teaching practice details, faculties with their academic excellence, various social and cultural activities undertaken by the institution and infrastructure facilities are available in the college website.

2.1.3 How does the institution monitor admission decisions to ensure that the determined admission criteria are equitably applied to all applicants?

Every year the institution forms an admission committee in comprising of the principal, teachers and non teaching staff for the continuous monitoring of the admission procedure. The committee verifies and maintains the records of relevant information and documents regarding the admission based on the norms of Government of Kerala, NCTE and University of Calicut.

2.1.4 Specify the strategies if any, adopted by the institution to retain the diverse student population admitted to the institution. (e.g. individuals of diverse economic, cultural, religious, gender, linguistic, backgrounds and physically challenged).

The rural ambiance of the institution and its tradition attracts the teacher trainees from diverse background. The institution provides due respect to all the students from different cultural, economic, social and linguistic background. Different supporting strategies adopted by the institution help the students to enjoy their individuality with great diversity in the academic environment. Following are the various supporting strategies adopted by the institution.

- Assist economically weaker students to avail state scholarship, poor aid funds, and other endowments provided by the different charities and societies.
- The institution collects the diverse student population through detailed profile at the time of interview.
- Physically challenged and blind students are encouraged in various activities through supportive environment.
- Fee concession are made available for eligible students
- Celebrating national integration programs like Gandhi Jayanthi, Independence Day etc.
- Organizing festivals like Onam, Christmas and id-ul-fitr.
- Extension activities are organized by the institution incorporating student teachers.
- Equal opportunity centre conduct programs for backward students
- The effective functioning of guidance and counseling cell of the institution gives timely directions for needy students.
- Women's cell organizes various empowerment programmes for female students.
- Organizing cultural activities giving due respect to different culture.
- Providing hostel facilities for girls and mess fee concession for weaker sections of students.
- Participation of the diverse population are ensured in various academic and non academic activities of the institution.
- ICT facilities and brail text books for blind students.

2.1.5 Is there a provision for assessing student's knowledge/needs and skills before the commencement of teaching programmes? If yes, give details on the same.

Yes, the institution has many provisions for assessing the students knowledge and skills before the commencement of the programme. The strategies adopted by the institution to identify the needs, skill and awareness of the students about the course are as follows:

- **Personal Interview with the students:-**

At the time of admission the teachers who are the members of the admission committee conduct personal interview with the students to assess the preparedness of the student for the course, attitude and teaching aptitude along with certificate verification.

- **Orientation Interview**

After the personal interview and certificate verification, the student meet the Principal with parents for an orientation interview. Here the principal specify the course and fees structure, opportunities and challenges of the course common code of conduct and discipline. This arouse motivation and set mental readiness of the students.

- **Induction Ceremony**

Every academic year begins with an induction ceremony. The head of the institution, all the teaching and non teaching staff, parents and students, alumni representatives and PTA representatives participate in this programme. The

principal introduces all the teaching and non teaching staff of the institution and gives a detailed introduction using a power point presentation about all the infrastructure facilities available in the institution which ensure the effectiveness of various academic and non-academic activities. The student are informed in detail the vision and mission of the college, the objective of the course, the evaluation procedure at the university level and institutional level, practical work that has to be done by the students during the course, practice teaching sessions and various academic and non-academic activities of the college including club activities. The trainees have an opportunity in the programme to share their views and discuss with the teachers regarding the course structure. This session helps to collect information about knowledge level, aptitude of the teacher trainees about the course.

- **Familiarization by Optional Teachers**

Immediately after the induction ceremony, on the commencement of classes, optional teachers of concerned subjects discuss in detail the syllabus and course structure. A group discussion is organized within the class to identify the entry behavior and attitude of the student trainees. A personal profile indicating all the details about the student's academic performance, strengths and weakness are compiled by each optional teacher.

- **Talents Day**

A talents day is organized at the first week of the course to identify the talents of the students. It is includes cultural programmes like dance, music, drama, skit etc.

2.2 Catering to Diverse Needs

2.2.1 Describe how the institution works towards creating an overall environment conducive to learning and development of the students?

The combined effort of the management, teaching and non-teaching faculties create a conducive learning environment for the overall development of teacher trainees.

At the beginning of the course the institution provides an orientation regarding the rules and regulations of the institution, curriculum, syllabus, ICT facilities, Different method labs, Psychology lab, subject associations, various clubs and its activities, library facilities co-curricular activities of the institution and the evaluation schemes followed by the institution. The institution prepare and distribute a separate syllabus book showing in detail the content of the subjects to be studied, criteria for external and internal evaluation, details of practical work etc. and an academic calendar which shows the total working days, important days for celebration, date of examinations, extension activities and various club activities. This prior knowledge help the student to organize and perform the activities without the element of tension. Every day the college begins with a common prayer for thought for day programme at 9.30 am. All the students, teachers and principal attend this programme. Students get an opportunity to present their views on various topics. It provides a platform for the all round development of students and helps them to become good teachers.

Students can participate in various club activities according to their needs and interest. The following clubs and associations are functioning in the college.

▪ **College Union**

To inculcate democratic values and responsibilities among student teachers, a college union is formed as per the norms of the University of Calicut. The members of the college union are elected in a democratic manner. It consists of 14 members including Chairman, Vice Chairman, General Secretary, Joint Secretary, University Union Counselor, Arts Club Secretary, Sports General Captain, Magazine Editor and Class representatives. One of the teaching staff is assigned as staff advisor to guide the college union in its various activities.

▪ **Nature Club**

Environmental Education is one of the major concerns of education and this is achieved through Nature club. The Nature club organizes various eco friendly programme for the students. It helps the students to create awareness about our mother nature.

▪ **Film Club**

The film club of the college conducts film shows, discussions and classes on making short films of educational importance. The film club of the institution has produced three short films.

Health Club, Sports Club, Music Club, Arts Club etc. also function in this college.

▪ **Subject Associations**

The following subject associations function in this college

- M.Ed. Association
- Mathematics Association
- Physical Science Association
- Natural Science Association

- Social Science Association
- Malayalam Association
- English Association

Various programmes organized by these associations are helpful for the overall development of the teacher trainees. The prime objective of each subject association is to develop a feeling of social belongingness among student teachers, to arouse interest in the subject and to update them with the recent development in the subjects.

M.Ed. association conducts National and International seminars on recent development in educational practices, invited talks, paper presentation competition among M.Ed. student of different colleges and constructive discussion on research topics.

▪ **Grievance Redressal Cell**

This is meant to solve grievances among students. Students can report their inconveniences through grievance redressal system functioning in the college.

A grievance box is kept in the college library. The students are free to write their grievances and put it in the box provided for addressing their grievances. The box is opened every month by the grievance redressal committee. The grievances are tackled in the most judicious manner.

▪ **Discipline Committee**

The principal and four teacher representatives constitute the discipline committee. The function of this committee is to make sure that the rules and regulations of the

institution are strictly followed by the students. The committee monitor the behavior of students and see to it that they maintain proper code of conduct in the campus.

- **Women's Cell**

A women's cell is functioning in the college with the aim of women empowerment. All the teaching and non teaching lady staff and girl students are members of the women's cell. An executive committee is formed every year for the smooth conduct of the activities of the cell. The committee consists of the principal, the women's cell coordinator and representation from teaching and non teaching staff and students. The programmes organized by women's cell create awareness among the students about human rights, policies for women upliftment etc. Legal awareness classes are organized with a view to conscientize trainees on legal matters.

- **Blood Donor's Forum**

Our college maintains a 'Blood Donor's Forum' every year with a purpose to donate blood for those who need it. All the students and staff of the institution are members of the forum. A medical camp is organized in the initial phase of the academic year. The blood group of each and every member is identified for the purpose of donation upon demand, all the members of the forum volunteers for donating blood.

- **Extension Activities**

In order to produce a generation with social commitment, the college community is actively engaged in extension services. Extension services are available to nearby schools, village and municipal communities and Government orders.

2.2.2 How does the institution cater to the diverse learning needs of the students?

A teaching aptitude test is administered after the admission procedure and the scores are analyzed to categories the students according to their diverse needs. The diverse needs are continuously identified through the qualifying marks of student's academic achievements, participation in the curricular and co curricular activities, participation in discussions in the class, seminar, assignments etc. The teaching skills of the students are identified through criticism classes. During microteaching sessions students practice the skills which needs to be strengthened

Gifted students are encouraged to undertake additional activities such as conducting seminars, organizing quiz programmers and perform as a peer tutor to help the slow learners. The students are encouraged to participate in inter collegiate competitions and university competitions. The post graduate students are motivated to present papers in national and international seminars and to publish research and descriptive papers in periodicals and journals. M.Ed. association organizes seminars every year in which also opportunities are provided for presenting papers. Best paper Award is also given.

Once the slow learners are identified peer tutoring arranged in each class take various measures to empower them. The following strategies are adopted to help the slow learners.

- **Remedial Teaching**

After identifying the slow learners, the possible reasons are explored. The reason may be connected with lack of comprehension, memory, audibility, knowledge gap, family background etc. Remedial teaching is provided for the identified students by the teacher educators and peers.

In group learning whole class is divided into different groups and discussions are arranged within the groups about the course content. The teacher educator makes sure that each member in the group participates actively in the discussion and gives provision for peer monitoring

- **Tutorial System**

The institution provides academic and personal assistance through tutorial system, where each tutor guides around 12 students. The problems faced by the students can be identified through informal chats and discussions with the tutor. The tutorial sessions are conducted every Thursday. The tutorial group interacts freely in such a way that the difficulties of students are identified and remedial measures are suggested.

- **Teaching with Smart Board**

All the classrooms are equipped with smart board to cater to the individual differences among students in teaching learning process. The ICT integrated teaching learning is encouraged using the smart board. Teachers utilize this facility for delivering the lecturer and handling their classes. Students are also promoted to use the same for seminars, criticism classes and for their practical examinations. Teachers can adopt various strategies for teaching including the multimedia approach. The individual differences and learner disabilities are met to an extent using smart board.

- **Catering to the needs of differently abled students**

Reservation and fee concession are provided for the differently abled students. Institution encourages active peer support for the disabled students. Micro teaching,

criticism and practice teaching classes are arranged according to their convenience. Institution provides all sorts of support to motivate differently abled learners.

▪ **SUPW Activities**

The institution organize various socially useful productive work activities to develop social awareness, responsibility, dignity of labour and social as well as life skills, among student trainees. Some of the activities done as a part of SUPW are listed below.

▪ **Survey**

The student teachers conduct surveys pertaining to social issues every year. The students identify socially relevant issues and then discuss with the teachers in charge. The students are divided in to small groups and then dispersed to the nearby localities. The data is collected using questionnaires and the findings are revealed so that the society benefits from it.

Some of the other activities are listed below

- Book binding
- Jewellery making
- Soap and candle making
- Paper bag and file making
- Carpet making
- Envelope Making
- Envelope making
- Flower making
- Glass painting
- Gardening

2.2.3 What are the activities envisioned in the curriculum for student teachers to understand the role of diversity and equity in teaching learning process?

Having the highest intake of students for the B.Ed. course (300), our college adopts various measures to meet the diverse needs of the students. Each academic year commences with an induction programme for the students. The students are introduced to the curricular syllabus, rules and regulations, infrastructure facilities, ICT facilities, method labs, computer lab, Library, clubs and associations functioning in the college, co-curricular activities etc.

The students are provided with a printed copy of the syllabus in the first week of the course itself. The syllabus includes each and every aspect of the course like structure of the semesters, mark distribution, scheme of assessment, subjects dealt in each semester, pattern of questions, grading system and details regarding the practical examination.

To cater to the diverse needs of the students the curriculum offers various SUPW activities to the students. It is aimed to develop social awareness, responsibility, and dignity of labour and to develop life skills among the students. The various SUPW activities provided by the institution are campus cleaning, gardening, community services flower making, candle making, jewel making, agarbathi making, glass painting, teaching aids preparation etc. The community services include road construction, hospital cleaning, railway station cleaning, check dam construction etc.

The M.Ed. programme offers elective courses and the students can choose from them according to their preference. The students have to select a research problem of their choice, conduct research work and prepare a dissertation; these activities make the student teachers understand the role of diversity and equity in teaching learning process.

The gifted students are given additional activities such as conducting seminars, quiz competitions and peer tutoring. The blind students are trained in the use of JAWS software.

The teaching learning process caters to the individual difference among the students. Students are given academic assistance through peer tutoring and tutorial programme.

A best student award is given for the best outgoing students of B.Ed and M.Ed courses every year. The students often get a chance to report their problems and inconveniences through the grievance redressal system functioning in the college.

2.2.4 How does the institution ensure that the teacher educators are knowledgeable and sensitive to cater to the diverse student needs?

Fully qualified teachers educators satisfying the norms of UGC/NCTE are selected. All the faculties are earnest and eager in updating their knowledge by doing different additional courses, attending seminars, participating in orientation and research articles, paper and books. The institution ensures the knowledgeability of the teacher educator to cater the diverse students needs with following practices.

- Personal interview at the time of appointment
- Feedback from the colleagues and students
- Assessment through self appraisal report
- Contributions in seminars, workshops, curriculum revision etc. Eg. Inclusive Education, Special Education
- Active participation of teacher educator in UGC Minor Projects.
- Permitting the faculty to extent the knowledge as resource person.

2.2.5 What are the various practices that help student teachers develop knowledge and skills related to diversity and inclusion and apply them effectively in classroom situations?

The curriculum includes different subjects like Psychology of the Learner. Perspective on Education, Technology and Informatics in Education, Methodology and Pedagogical analysis of different optional subjects. Measurement and Evaluation, Education in the Socio-Cultural Context, and Educational Management. Divers methods are adopted for the effective transaction of these subjects, in the classroom situations.

They are

- Illustrations using effective technological devices
- Small group techniques such as brain storming, buzz sessions
- Learner centered methods such as discussions, project method, dialogue method, problem solving method ,assignments.
- Co-operative and collaborating learning strategies
- Reflective and experiential learning
- Guided student practices to equip the skill for making teaching learning materials

The knowledge and skills acquired by the Teacher Educators in different seminars, symposia, workshops etc. are practiced in the respective classes according to the suitability of the content. Student Teachers apply these in school classes.

2.3 Teaching- Learning Process

2.3.1 How does the institution engage students in ‘active learning’?(use of learning resources such as library, website, focus group, individual projects, simulation, peer teaching, role-playing, internships, practicum, etc).

The institution engages students in active learning by utilizing the resources such as library, technology lab, language lab, computer lab, websites, Focus groups, individual seminars, assignments, peer teaching, role playing internship, practicum and individual and group projects. The first week of the course is devoted to make the students familiar with facilities such as library. Computer lab and technology lab, Separate time is allotted in the time table to ensure the effective use of library. Students and teachers use ICT to gather and update information regarding the latest trends in the curriculum of teacher education.

A well equipped language lab and technology lab function in the college. We provide computer classes both theory and practical for all students. The institution uses various technological devices for all the curricular and co-curricular programmes. Teacher trainees make use of smart board and various instructional materials like power point presentation in the teaching learning activities. To make the learning more active co-operative learning strategies such as role playing, peer teaching, group discussions, brain storming and problem solving method are used and weightages are given to ensure the active participation of students. Every year the institution organizes community based survey to inculcate social values among teacher trainees make them interact with the local community and to utilize community resources in active learning.

2.3.2 How 'learning' is made student-centered? Give a list of the participatory learning activities adopted by the institution and those, which contributed to self-management of knowledge and skill development by the students?

The institution promote student centered learning through constructivism mode of teaching and various co-operative and collaborative learning strategies. The participatory learning activities adopted by the institution for the overall development of teacher trainees are listed below.

- Small group discussions
- Process oriented learning
- Brain storming
- Problem based learning
- Role play
- Multimedia learning
- Buzz session
- PPT Presentation by students
- Learning module preparation
- Seminar presentation
- Demonstration
- Discussions
- Criticisms
- Use of technologies like smart board
- Teaching and Workshop
- Teaching aid exhibition

2.3.3 What are the instructional approaches (various models of teachings used) and experiences provided for ensuring effective learning? Detail any innovative approach /method developed and used.

The institution makes use of variety of instructional approaches such as behaviorism, constructivism, critical pedagogy and different models of teaching. In addition to this the institution makes use of participatory methods, teacher student interactions, audio-visual materials and various innovative methods to transact the curriculum.

Innovative methods followed by the institution are listed below.

- Brain storming
- Field trip
- Buzz sessions
- Book review
- Education theatre
- Publication of innovative lessons prepared by the students in the website.
- Preparation of research tools by M.Ed. Students
- Paper presentations conducted by M.Ed. Students
- Field based experience by M.Ed. Students.

Innovative Approach in Teaching-Learning:

Group Teaching Model:

Seminars in general/optional topics are given to selected groups of student teachers. The group has to prepare teaching points and the group presents it in class with

the help of power point presentations. Team teaching, collaborative and co-operative learning strategies are also adopted. The seminar sessions are followed by classroom discussions and relevant feedback is given by the concerned teachers.

Peer Evaluated Seminars:

Seminar topics are given to selected students. They present the seminars which are evaluated by peers with the help of pre-fixed criteria.

Self Evaluation of Assignments

An evaluation format is given to students based on which they are asked to assign grades for their own assignments. From this, the students get a clear idea related to evaluation and grading.

Peer Evaluation of Class Tests

Class tests are conducted occasionally based on single units and the papers are given to students for valuation. The value points are given by the teacher and students value the papers as per the marking scheme.

Reciprocal Teaching

Reciprocal teaching is conducted in the general classes by dividing the students into groups of four members. Each group is assigned a specific role to perform and they learn the content area through group interaction.

Assignments through E-mail

The assignments are submitted by students through e-mail. The teacher can check it directly and give the necessary instructions.

Self-Regulated Learning

Learners are given opportunities for self regulated learning in various topics.

2.3.4 Does the institution have a provision for additional training in models of teaching? If yes, provide details on the models of teaching and number of lessons given by each student.

Yes, the institution provides additional training in models of teaching. The optional teachers provide theoretical knowledge on different models and give training to prepare lessons plans on different models of teaching. The teacher educator provides a live demonstration on models of teaching. Each students takes at least one class during criticism session and 3 classes during practice teaching period based on models of teaching.

Models of teaching practiced by students as per the curriculum proposed by University of Calicut are listed below.

Optional Subject	Models Selected
English	Concept Attainment Model, Synectics Model
Malayalam	Advance Organizer Model, Synectics Model, Concept Attainment Model
Mathematics	Concept Attainment Model, Inquiry Training Model & Advance Organizer Model
Natural Science	Concept Attainment Model, Inquiry Training Model & Advance Organizer Model
Physical Science	Concept Attainment Model, Inquiry Training Model & Advance Organizer Model
Social Science	Concept Attainment Model, Inquiry Training Model & Advance Organizer Model

2.3.5 Do the student teachers use micro-teaching technique for developing teaching skills? If yes, list the skills practiced and number of lessons given by each student per skill.

Yes, the institution uses micro teaching technique for developing teaching skills of trainees. The core teaching skills are discussed in terms of component behavior and the teacher educator gives demonstration of these skills. Student teachers get opportunity to prepare and practice selected teaching skills through micro teaching sessions. The following skills are being practiced by the trainees

- ▲ Skill of introducing classes
- ▲ Skill of questioning
- ▲ Skill of stimulus variation
- ▲ Skill of explanation
- ▲ Skill of probing question
- ▲ Skill of reinforcement
- ▲ Skill of blackboard writing
- ▲ Skill of closure
- ▲ Skill of illustration with example

2.3.6 Detail the process of practice teaching in schools. (Lessons a student gives per day, lessons observed by the teacher educators/peers/school teachers, feedback mechanism, monitoring mechanisms of lesson plans etc).

Teaching Practice in Schools

- **Class room Teaching** – The practice teaching is for a period of 30 working days during which the teacher trainee has to teach at least 30 lessons in their optional subject in two different classes at the high school level under the guidance of mentor teacher.
- **Observation of Peer teaching** - B.Ed. students are asked to observe 3 classes of the students of other subjects.
- **Peer feedback** – Each criticism lesson is followed by a discussion as its strength and weakness. Suggestions for improvement are to be recorded systematically appending the criticism, suggestions. Etc. The college collects the peer feedback of B.Ed. and M.Ed. students and utilizes this for evaluation of teacher trainee.
- **Supervision and Evaluation of Practice teaching** – The mentor teacher of the school will evaluate the teaching performance of the teacher trainees and will send a report to the Principal. The teacher educator of the college also has to observe at least 3 classes of the teacher trainee and evaluate their performance and progress. The report of the Principal/Headmaster of practice teaching school about the overall performance of teacher trainee during their practice teaching is collect and utilized for evaluation.
- **Reflection of Teaching by students-** The trainees conducts an achievement test/unit test in the schools using a blue print. Students reflection of the teacher trainee’s performance is collected using a Performa. Mentor teacher of the respective classes is entrusted with the collection of data from the students.
- **Interaction with the School/Community** – During the teaching practice period for 30 days, the teacher trainees participate in all the activities of the school. The teacher trainees are asked to prepare a report on the problem child identified, which will enable the institution to take up remedial measures.

2.3.7 Describe the process of Block teaching/Internship of students in vogue.

The internship of B.Ed. students is one of the crucial periods they need to carry out during the course. The internship is done during the second semester of the B.Ed. course during the first semester. The students are provided a list of schools approved by the DD. The schools come under the jurisdiction of Palakkad and Thrissur districts. The students are instructed to provide three options from among the given list of schools. These options are given to the concerned optional teacher. The teaching practice judiciously schools will be allotted by taking into consideration the requirements of the school and the convenience of students. By the end of the first semester, the students make a visit to the schools allotted to them to meet the Head of the institution, concerned teachers and to collect the portions for taking classes.

The teacher trainee should complete 30 working days in the concerned school. Prior to the commencement of internship, the trainee once again makes a visit to the school, collect the portions and time-table prepared for them.

The teaching practice classes are handled in the most scientific manner by including the pedagogy for each subject. Each student has to prepare 30 lesson plans based on the constructivist approach. These lesson transcripts are reinforced with careful preparation of teaching aids. A pre-diagnostic test is prepared by the trainee to diagnose the problems of the students. The internship ends with administering of achievement test, carefully prepared and standardized by the teacher trainee. Once the achievement test is administered, the test is evaluated and marks are distributed to the students.

The internship doesn't mean confining to the academic activities of trainees. They are free to participate in Arts/Sports/all the co-curricular activities organized in the

schools. The trainees also maintain a reflective journal, in which they jolt down the daily events.

During the internship period, the school's students evaluate the teacher trainees. The trainees are evaluated by the concerned mentor teacher and the teacher educator. A peer evaluation is also done during the period.

2.3.8 Are the practice teaching sessions/plans developed in partnership, cooperatively involving the school staff and mentor teachers? If yes, give details on the same.

Yes, the practice teaching plans developed on partnership cooperatively involving the school staff and mentor teachers prior to the teaching practice session. A meeting is arranged with heads of the school and mentor teachers to discuss with the distribution of classes, topics to be covered, time table, code of conduct to be followed, discipline etc. Teacher educator visit all the practice teaching schools to observed and verify the practice teaching learning activities organized by the teacher trainees and discuss with the mentor teacher in the school and collect feedback.

2.3.9 How do you prepare the student teachers for managing the diverse learning needs of students in schools?

Teacher trainee is trained to manage the diverse needs of the students through the following activities.

- ▲ Discussion is arranged among teacher trainees under the supervision of teacher educator. To make them aware about various learning needs of the students.
- ▲ Provide knowledge regarding educational psychology and different theories of learning
- ▲ Theoretical background of various methods of teaching and learning strategies are provided through teaching learning process.
- ▲ Training is provided to select prepare and practice teaching aids according to the needs of the student and the content.
- ▲ Provide training in the use of technological assistance to gather the attention of students with diverse needs and to make the class effective.
- ▲ Teacher educator gives special attention to train teacher trainee in formulating instructional objectives and lesson planning.
- ▲ The institution organizes various social cultural and body kinesthetic activities and prepares students to participate which helps to develop social and life skills.
- ▲ Student teachers are trained to organize morning assembly which they can apply in actual situations.

The institution organize thought for the day program where the students get opportunity to select a topic, arrange discussions and moderate the program, the in turn will inculcate in the teacher qualities, life skills and leadership qualities. This will also

help them to become aware of issues and problems related to the present educational scenario which in turn will help them to cater diverse needs of students.

2.3.10 What are the major initiatives for encouraging student teachers to use/adopt technology in practice teaching?

In B.Ed. curriculum the IIIrd paper information and communication technology deals with the theoretical back ground of various teaching learning technology and equipments. All the class rooms are equipped with interactive white board for transacting the curriculum. Hands on experiences are provided to each teacher trainee to use Modern technological equipments like Computer, LCD Projector, DLP Projector, OHP, Slide Projector and smart board. Workshops are conducted to prepare OHP sheets, PPT slides and multimedia presentation materials. With the help of a well functional college computer lab students are trained to net browsing, download materials related to course content. During micro teaching sessions, the students with lack of skill to manage technological devices are trained properly.

2.4 Teacher Quality

2.4.1 Are the practice teaching plans developed in partnership, cooperatively involving the school staff and mentor teachers? If yes, give details?

Yes, the practice teaching plans are developed in partnership co-operatively involving the school staff and mentor teachers.

To frame the plans for practice teaching period (consisting of 30 working days), a discussion is arranged in which all the faculty member of the college and the heads of the

school/representatives participate. A comprehensive discussion is held about the restricted practices in B.Ed. and school curriculum, work arrangement, distribution of classes, syllabus topics to be covered, pedagogical practices, code of conduct and discipline during the period of teaching practice.

**2.4.2 What is the ratio of student teachers to identified practice teaching schools?
Give the details on what basis the decision has been taken?**

The teacher trainees will be allotted to various schools, for a period of 30 working days.

The decision of allotment of practice by schools to the student teacher and the ratio of student teachers to the identified teaching schools is based on the following criteria.

- Availability of the school
- Requirement of the schools (based on the student strength, teaching staff and infrastructure facilities of the school)
- Easy access to the teacher trainees
- The identified school should be within reachable distance from the institution
- Attitude of the head of the schools and its staff members.
- Recognition/Affiliation of the school with the government.
- Medium of instruction of the school
- Easy transportation facility to the identified practice teaching by school

2.4.3 Describe the mechanism of giving feedback to the students and how it is used for performance improvement.

The various mechanisms adopted for providing feedback to students are as follows:-

Micro Teaching: During the microteaching every trainee gets a chance to practice various teaching skills essential for teaching. All students get opportunities to practice a number of teaching skills. It is then followed by link practice the whole micro teaching session is recorded in class room itself which in turn provides feedback and introspection to students.

Criticism Lesson:-The criterion lesson provides feedback from the teacher educator and peer students. The feedback is provided based on various steps of development of classes including the preparing phase, [presentation phase and closure. The constructive criticism tendered by teacher education and peers will help the teacher trainees to make necessary modification in the process of teaching

Practice Teaching:- During this session, the optional teacher educators, principal, heads and concerned teachers of practice teaching schools and peers provide feedback to the teacher trainees. The feedback mechanism adopted by the subject/optional teacher depends on the subject, topic and nature of the lesson. How far the teacher trainee has improved from the level of criticism lesson, delivery of the content, phases of the development of the lesson, teaching skill practiced, quality of implementation of the activities student handling, classroom management, code of conduct in the class room provides the base for feedback mechanism. The positive and constructive remarks by the optional teacher create a positive environment and at the same time the drawbacks and limitations are discussed and remedial measures are suggested for improvement.

Reflective Journal: Self reflection and feedback is documented and kept by the trainees after every class. The following criteria such as capacity of the learner to develop less plans, presentation of the topic, quality of activities and its implementation in the classroom, response to student queries difficulty in comprehension, discipline, strength and weakness faced by them and classroom management are recorded in the journal. The reflective journal thus provides a great opportunity for introspection.

2.4.4 How does the institution ensure that the student teachers are updated on the policy directions and educational needs of the schools?

A very careful planning is done before the commencement of teaching practice. A discussion is arranged in which all the faculty of the college heads of the institution/representatives, share their views on the policy direction and educational needs of the school to ensure that the student teacher are updated on the same matters.

Once the discussion is over, these ideas are conveyed to the student teachers by the staff coordinator/ principal before the commencement the teaching practice.

Students are provided the opportunity to visit their allotted schools and interact with the head of the institution and staff members. This also makes the students update on the latest policy directions and educational needs of the school.

2.4.5 How do the students and faculty keep pace with the recent developments in the school subjects and teaching methodologies?

The faculty keeps pace with the recent development in the school subject and teaching methodologies through the following ways.

- Interaction with the officials of DIET, SCERT, SIEMAT, IT @ School and educational experts in and outside the campus.
- Self familiarization of the school text books, handbooks and source books.
- Peer discussion regarding the recent changes in the subject and teaching methodologies
- Participation the orientation courses and refresher course organized by Academic staff college.
- Active participation in the seminars, workshops and educational conferences organized by U.G.C University level and other NGO's
- Participation in professional association such a CTE, AIAER.
- Utilization of smart rooms
- Utilization of library facilities
- Study educational, Journals and reference books in schools subjects for updating content and methodologies.
- Students keep abreast of the recent developments in the various subjects and teaching methodologies through the following way.
- Bringing in the community resources.
- Orientation for the students by officials of SCERT, DIET and IT @ school
- Programs dealt by resource persons
- Pedagogical analysis of the text books
- Familiarization with the handbooks
- Participation in workshops and internal seminar organized by the institution
- Debates and quizzes on various subjects
- Interactive discussion with teacher educators
- Utilizing digital resources

- Alumni resource person share their knowledge in school subject and also in preparing teaching materials
- The recent development in school education like grading section, concept of smart room, discussed with student through morning assembly

The members of the faculty keep a contact with teachers of different schools through subject association and personal interaction to get acquainted with changes in education system.

The faculty members are given opportunity to participate and present papers in seminars, workshop, in various colleges , Department of Education and other universities to keep abreast of the recent development in the school subjects and methodology

The teaching practice co-ordinator of the college then prepares a final list of practice teaching schools based on the above mentioned criteria

2.4.6 What are the major initiatives of the institution for ensuring personal and professional/career development of the teaching staff of the institution (training, organizing and sponsoring professional development activities, promotional policies etc.)

Selection of the Members of the faculty

The teaching staff of qualified and competent faculty is selected by an expert panel consisting of management authorities, government representation and educational expert of the university based on the norms UGC/NCTE

The major initiatives undertaken by the institution to ensure personal and professional career development of the teaching staff are given below.

- Permitting the faculties and encouraging joining the faculty development program like FIP.
- Deputation to higher educational posts
- Deputation to national and international and seminar/Conference/Workshop
- Permitting the faculties to join as member Board Of Studies, Academic Council, faculty, Senate etc.
- Training programs on soft skills and personality development
- Ensuring participation of the faculties in orientation and refresher program organized by Academic staff colleges
- Encouraging the faculties to organize and contact extension activities to schools and higher education institution.
- Organizing seminars, workshops, Lectures in the college
- Encouraging the faculty members to undertake major/minor projects sponsored by UGC
- Promoting research activities leading to Ph.D.
- Encouraging to avail Post Doctoral Fellowships

Various programmes are organized by the college by making use of resources within the college. They are listed below.

- National Seminars
- Regional Seminars
- Workshops

- Expert talks
- Paper Presentation Sessions
- Hands on Experience in SPSS

2.4.7 Does the institution have any mechanism to reward and motivate staff members for good performance? If yes, give details.

Yes, the institution adopts the following mechanisms to reward and motivate staff members for good performances

- The institution arranges facilitation programs to teachers who excel in various fields.
- Give appreciation and awards to teachers who take Ph.D
- Organizing ‘Guru Pooja’
- Encourages the staff to do research leading to Ph.D, Post Doctoral Fellowships and minor research projects.
- Motivate the staff to attend professional development programs, research, seminar, workshop and conference
- Encourages the staff to act as resource persons to Academic Staff College, various colleges, Educational Organizations etc.
- Encouraging the faculty to adopt technical support in the class room

2.5 Evaluation Process and Reforms

2.5.1 How are the barriers to student learning identified, communicated, and addressed? (Conducive environment, infrastructure, access to technology, teacher quality etc).

The educational system is not responsible to meet the every need of the students but when the need directly affects their learning, it should be identified and addressed. The

organizational climate maintained in the institution gives scope to mould efficient teachers to the society.

The college is equipped with dedicated teachers and teacher councilors to achieve the best possible result. A very alert and observant teacher can identify student's attitudes and their beliefs. The skill of observation is highly used in order to identify their students who faced difficulties in learning. The self- concept of the students, previous academic records, admission register of the students, familial conditions of the students, educational level of parents, assignments, internal classroom assessment, etc. are properly and objectively collected and evaluated for the purpose of identification of difficulties of learners. Moreover the tutorial sessions acts as a great technique to identify the learning barriers.

Once the problem is identified, they are solved with the help of staff council through the process of monitoring, tutorial, and remedial programme Teacher are encouraged to use cognition retaining and coping strategies to overcome the teaching barriers. New pedagogical approaches are incorporated by the whole staff for instructing the students. The institution strictly maintain a good culture so as to improve learning gains. Teacher expectations of children play a significant role in determining how well student learns and so every teacher takes high care to be free from personal bias and prejudices. Above all, the staff members maintain a strong commitment among themselves to empower students through education. Access to technology (smart rooms, power point presentation) is well maintained and utilized by the teaching community to overcome teaching barriers.

2.5.2 Provide details of various assessment /evaluation processes (internal assessment, midterm Assessment, term end evaluations, external evaluation) used for assessing student learning?

Evaluation Techniques

A good number of evaluation techniques are adopted by the institution that covers the domains viz. cognitive, affective and psychomotor.

The various evaluation techniques are

- The oral and written tests (Internal class test, model examinations, semester examinations, internal viva voce and external practical board)
- Qualitative evaluation of records and teaching aids.
- Assignments and practicum (Assignments from each subjects and two practicum in two semesters.
- Seminar (for all the papers)
- Rating scale (for practice teaching)
- Questionnaire/Attitude scale (for entry behavior)
- Observation – both participating and non participating (community living camp, field visit, co-curricular activities)
- Log Books and diaries

Evaluation phases

- Incidental evaluation
- Semester Evaluation
- Appraisal by the faculty
- Appraisal by the head of the institution

- Evaluation by External Board of Examiners

The classes taken by the B.Ed. students during practice teaching are observed and evaluated by emphasizing corrections and modifications wherever necessary. Towards the end of the course a Board of External Examiners make a comprehensive evaluation leading to the proper assessment of the candidate.

2.5.3 How are the assessment/evaluation outcomes communicated and used in improving the performance of the students and curriculum transaction?

The institution adopts various strategies by which the assessment/evaluation outcomes are communicated to students in order to help improve student performance.

- The institution arranges orientation programmes in which students are made aware about the scheme and pattern of evaluation.
- Regular feedback by the teacher educators.
- Feedback by the head of the institution
- Progress (Card Distribution) of academic achievement
- Announcement in the college assembly
- PTA meeting
- Periodic display on the notice board
- Communication over phone to the parents/guardian
- E-mail

2.5.4 How ICT is used in assessment and evaluation processes?

- Computers are used for the online registration of students in the University of Calicut
- Allotment of students is informed via the use of technology.
- Preparation of internal marks sheets
- Online issue of hall ticket
- Publication of results by the University
- Online submission of assignments, seminar report and process outcomes.

2.6 Best Practices in Teaching-Learning and Evaluation Process

2.6.1 Detail on any significant innovations in teaching/learning/evaluation introduced by the Institution?

1. Math clinic

Ours is a teacher training institution and NSS KPTHSS is the model school attached to it. We use the students from viith to ixth standard for our demonstration, criticism and teaching practice session. From our last six years experience, it has been identified that most of the students are lacking fundamental skills of mathematics. As a remedial measure, we planned to execute a clinical approach on a regular basis for analyzing and improving the basic skills in mathematics of these students. For this, we analysed the first terminal answer papers of viiith and ixth standard students and found out that majority of them are facing the problem from their early classes onwards.

With the consent of the HM and our principal an initiative was started named “MATHS CLINIC” in order to uplift these students in accordance with their capacity of

learning. Our student teachers are getting an opportunity to be a part of the programme and they also get an exposure to practice the pedagogic principles in real situation. These classes were intended to practice excluding the school hours in the morning, evening or holidays.

The programme was also intended to continue in the coming years for vth to ixth standard students with an objective of attaining 100% success in mathematics.

Objectives of the practice

- 1) To identify the learners who have difficulty in learning basics of mathematics.
- 2) To diagnose the area where they feel difficulty.
- 3) To conduct informal classes for fundamental classes in mathematics.
- 4) To develop a strategy for mastering the basics of mathematics.
- 5) To assess the effectiveness of the strategy developed.

The Practice

Every year in the month of June the college authorities contact school headmaster to give a list of students who need help in conceptualizing fundamentals in mathematics. The special classes are arranged for each grade level in order to form and attain basics of mathematics by providing multiple contexts in real life situations. The student teachers handle the sessions with special time table in the morning and evening so that they are able to apply pedagogical principles in real context. The remedial strategies are suggested for effective implementation of the practice

Obstacles Faced

- ❖ The time schedule of B.Ed programme and the school academic year do not match. There is difficulty in providing student teachers for monitoring the classes always.
- ❖ Due to time limitation continuity in conceptual mapping is being lost.
- ❖ Due to lack of transportation facilities, students from remote places cannot reach in time in morning sessions to attend the classes.
- ❖ Irregular attendance creates some difficulty in conducting the programme.

Impact of the programme.

- Students become more capable of working by themselves and with others.
- The student teachers get more opportunity to build the new knowledge into their background knowledge, and become more confident to take risk and learn from their mistakes.
- Student teachers' creativity can be optimized.
- The whole learning process enriches learning skills of learners and broadens their knowledge.
- Offers students more time to explore beyond the mechanics of course allowing them better understanding of concepts.
- Develops problem solving ability and critical thinking skills of learners.
- Overcomes the difficulty in understanding the basics of mathematics at each grade.
- Gets mathematical connections effectively.
- Arouses and maintains interest in learning mathematics.
- Readiness to work hard in achieving high scores in mathematics and other subjects.

Resources required.

- Multiple contexts (mathematical concepts and principles embedded) such as celebrations, sports and games, drawings, sketches etc:
- Concept mapping principles.
- Improvised aids for learning mathematics.
- Mathematics textbooks following both SCERT and NCERT syllabus.(class I to x)

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2. Several other innovations have been adopted in the institution to promote and produce quality teacher educators.

- ICT enhanced teaching
- Every classroom is equipped with interactive white board and LCD projector to make efficient transmission of curriculum
- Smart rooms with computers are made accessible to the students
- Language Lab
- Computer Lab
- Softwares
- Networking of Computer
- ICT enabled seminar by trainees
- Computer literacy programs
- Interactive classes by the officials of IT@school
- Yoga and aerobics training

- Publication like manuscripts magazines, College Magazines, Newsletters of Clubs
- Organizing extension activities in schools
- Student sponsoring programmes
- Organizing seminars, workshops
- Programme to include national integration and international understanding
- Value education
- Collaborating with local bodies
- Inter collegiate paper presentation competition for M.Ed. students
- Encouraging to publish thematic and research papers
- Regularly conducting internal seminars and power point presentations
- Online tutorial groups

Before the commencement of the academic year, a diary is given to all the teachers. It is mandatory for all the teachers to prepare an annual plan. The plan is checked by the principal and necessary modifications are suggested. General suggestions and shortcomings are discussed in the staff council meetings. At the beginning of the academic year principal gives general instructions, academic plan of the college, methods of evaluation, code of conduct etc. are communicated to the students. The printed prospectus includes all the necessary information related to the course.

Best Practices in Teaching and Learning

▲ Brainstorming sessions

Here, first the question/topic is given to the whole class. Students are asked to give immediate responses. One student is asked to note down the opinions on the Black

board. Thus within 10-15 minutes, a large number of responses are obtained. This is followed by general discussions- all important aspects are discussed. Finally the teacher consolidates the points and gives the correct details about the topic. This promotes creativity and critical thinking abilities.

▲ Reciprocal teaching:

Here, the class is divided into a number of groups, each group consists of 4 learners. Each group member is assigned a specific role. The group discusses the content matter which finally leads to the mastery of the content.

- Group Seminar: It is a method incorporating team teaching. Here a particular topic is given to a select group of students. They have to divide the subtopics and prepare lesson notes as well as PowerPoint presentations and transparencies based on it. Then it is followed by teaching the areas one by one by the same group. After teaching, there is discussion followed by feedback session.
- Thought for the day programme: Every morning after the prayer, half an hour is set apart for presenting a topic which has educational and social value. One student presents the topic which is followed by discussions.
- Cognitive warming up: Here also students are given opportunity to think over a topic which has educational relevance. Maximum student responses are collected and discussed.
- Review of books: Every day ten minutes is set apart for book review. Students select books from varied fields and present its summary.
- Administration of FIACS: Flanders Interaction analysis category system is administered to all the students, and the details are coded and feedback is provided to learners.

- Quote a quote: Everyday students write a quote by famous personalities on the black board.
- Teacher trainees are given opportunity to watch films relevant to the content. This Film based learning model enables the learners to attain instructional goals.
- The faculty engages in collaborative sessions to analyze the unique practices followed in each subject

Best Practices in Evaluation

- Submission of select assignments by students through E-mail
- Self-evaluation by students: For valuing assignments, pre- fixed criteria is prepared and given to students prior to assignments. Based on the criteria the students evaluate their own assignments and award grades. The teacher crosses checks the self evaluation done by students.
- Peer Evaluation: Some of the assignments, lesson summaries and surprise tests are evaluated by peers using the given marking schemes.
- Online interaction with teachers is also done periodically, when the students are in need.

In addition to the traditional evaluation measures (unit tests, term exams, model exams) some other methods are also used to assess the student's performance in academic subjects which are listed below:

- a. **Surprise tests:** Such tests are usually given immediately after the completion of a unit/topic. It really helps us to evaluate how far students are following the subject matter. Moreover, it helps in evaluating teaching also. Usually short questions are given for these tests.

- b. **Lesson summary presentations:** At the end of a lecture hour, students are asked to write the class summary on a piece of paper. Usually 10 minutes are given for the purpose. The answers are collected and evaluated.
- c. **Evaluation on the basis of participatory activities:** Group discussions, brainstorming sessions, debates, panel discussions etc are used as modes of transaction of content. The performance of students in all these activities is evaluated. Moreover, the reports prepared by students are given grades based on their performance.
- d. **Evaluation based on Assignments:** The assignments are thoroughly valued and grades are awarded based on their quality. A, B, C, D and E are the grades to be allotted. Those who get E grade have to rewrite the assignment for final submission.
- e. **Evaluation based on class seminars:** Topics to be taken are given earlier for seminars. Students have to refer books or other means to prepare the seminar papers. Then they have to present seminars during class hours. The concerned teacher evaluates the seminar sessions as well as the prepared seminar papers

2.6.2 How does the institution reflect on the best practice in the delivery of instruction, including use of technology?

All our classrooms have been converted into digital class rooms. ICT enabled instruction is provided using technology in the classrooms. The faculty members are adept in delivering lectures on various topics related to their subjects and also provide orientation in microteaching and macro teaching lessons with the help of LCD's, and OHP's. They have a deep knowledge and vast experience in developing and using different teaching aids and instructional techniques. Every

teacher has his/her unique classroom interaction techniques and teaching methodology. They use activity oriented, student-centered, project based and participatory strategies in their classrooms for imparting instruction. The faculty members have developed various learning packages using technology (transparencies, power point presentations, modules) etc. to teach student teachers effectively. The effective use of black boards and AV aids give an extra edge for best practice in the instructional field. Our students are also motivated in the preparation of documentaries and short films.

- Some of the classes taken by students are recorded and replayed for assessment (video recording of classes).
- Seminars and other classes taken by eminent personalities are evaluated by students with the help of feedback forms.
- Power point presentations and slides are subjected to internal evaluation and external evaluation by examiners.

Additional information to be provided by Institutions opting for Re-accreditation /Re-assessment

- 1. What are the main evaluative observations/suggestions made in the first assessment report with reference to Teaching Learning and Evaluation and how have they been acted upon?**

The main evaluative observations/suggestions made in the first assessment report are:

1. Awareness about micro-teaching is developed only theoretically as part of the syllabus. Practice in writing lesson plan in three to five teaching skills is given to students after a short orientation.

2. The M.Ed. students plan and carry out dissertation work only in the second semester.
3. Participation of faculty members as resource persons in national seminars and conferences is minimal.
4. The faculty may focus upon action research projects
5. The institution would do well to set an IQAC

As per suggestions made by the Peer Team, the following measures have been adopted.

1. During micro-teaching every trainee gets a chance to practice various teaching skills essential for teaching. All students get opportunities to practice a number of teaching skills and if necessary re teaching sessions are arranged followed by link practice. The whole micro teaching session is recorded in class room itself which in turn provides feedback and introspection to student teachers.
2. The M.Ed. students plan their dissertation work in the first semester itself. They submit the research proposal in writing and make a powerpoint presentation of it which is evaluated by an expert panel consisting of the research supervisors. The study is also presented before an external resource person like the Dean of Education or Head of Department of Education of universities or such eminent research experts. The students get 50 marks for the research proposal, the criteria for which are clearly mentioned in M.Ed. curriculum.
3. At present most of the faculty members act as resource persons in various regional, state level and National seminars workshops and Conferences and Experts of Educational agencies like SCERT, DIET, SIEMAT etc.

4. At present the faculty regularly conducts action research based on class room problems and utilizes them in quality improvement of teaching learning process.
5. The college has established an IQAC on 30- 05- 2006 itself which is contributing well in the quality improvement of academic and co-curricular transactions of the college.

2. What are the other quality sustenance and enhancement measures undertaken by the Institution since the previous assessment and accreditation.

The quality sustenance and enhancement measures undertaken by the institution since the previous assessment and accreditation are the following

1. Equipped all the classrooms with smart board and computer facilities and improved other infrastructure facilities.
2. Established a new computer lab with a large number of computers and accessories.
3. A well equipped Psychology lab was set up so that students can do psychological tests.
4. Campus was made Wi-Fi so that online reference facilities are available for students.
5. On line tutorial group was set up.
6. Initiated maths clinic.
7. Teaching Aids exhibition is conducted every year and teaching aids are donated to schools.
8. Inter collegiate paper presentation competition for M.Ed. students in research areas.
9. Remedial classes for educationally backward students
10. Took initiatives in curriculum workshops for various subjects.

11. Expert classes on SPSS and hands on experience for M.Ed. students.
12. Organized four UGC sponsored National seminars and a number of National and regional seminars and workshops on relevant educational areas.
13. Free tuition to needy students of nearby schools.
14. Attaining ISBN for institutional publications.
15. Encouraging faculty to enhance their knowledge and skills by attending various workshops and seminars.
16. Allowing the faculty to become chairpersons and members of Expert committees of B.Ed. and M.Ed. curriculum revision.
17. Allowing faculty to become resource persons of E-content development in various subjects of UGC-SAP and EMMRC of University of Calicut.
18. Encouraging faculty to pursue their research work leading to Ph.D. and to avail Post Doctoral Fellowships.
19. Encouraging research paper presentation by M.Ed. students at intercollegiate, regional and National seminars.
20. Encouraging faculty and M.Ed. students to publish research articles in reputed journals.

Criterion III

RESEARCH, CONSULTANCY AND EXTENSION

3.1.1 How does the institution motivate its teachers to take up research in education?

The institution inspires and motivates its teachers for research activities in numerous ways. All such activities are promoted by provisions, physical facilities, library and literature.

Such teachers have an easy access to various physical resources such as library, research surveys, periodicals, internet facility and Xeroxing. The library literature is updated from time to time. At times, library facilities are made available even on holidays or / and on Sundays. Senior teacher educators provide guidance for different stages of research work right from presenting a research proposal to report writing and even before proceeding to viva-voce. Some expert teachers in the process of statistical analysis chart/graph preparation, APA formatting and language correction also help other teachers for conducting their PhD work.

Research works are supported psychologically by assuring them support and assistance in their entire research endeavor. The progress is monitored periodically and regularly. An appreciative remark boosts the confidence and helps to elevate the self image of the teachers.

Continuous Conscientization of the working policy of the institution: *No Teacher Left Behind Without a Doctoral Research Degree*. Subsequently 12/22 teachers are Ph.D. holders and the rest has registered for Doctoral studies and are at different stages of the investigations.

Promotion of participation in research methodology course and orientation programmes organised either internally or externally. Provision to avail both minor and major research projects of agencies like UGC, ICSSR, ICHR, KCHR etc., Permission to avail official possibility of fellowship like faculty improvement programme (FIP) of UGC under five year plan schemes, post doctoral fellowship (PDF), Constant encouragement to undertake the implementation of the B.Ed. curriculum through problem based approach resulting in classroom based micro-research opportunities like innovative practicum; which even earned national attention and recognitions. Granting of permission to undertake lateral course works (PGDCA, M.A. Sociology, MSc in Applied psychology, MBA Education Management) at regional and national level. Permitting visit to research institutes as visiting fellows, subject experts and resource persons.

Promoting membership in professional bodies like CTE, AIAER, C-Cube Foundation, Online research communities like SSRN, DMI, and BLOGS etc.

The Institution is life member of Council for Teacher Education (CTE) since 2002.

Following teacher educators secured their research degrees before 2013.

Ph.D.

Asso Prof. Dr. K S Girija (PRINCIPAL)

Asso Prof. Dr.K. Rajagopalan

Asso. Prof Dr. Ampili Aravind

Asst Prof Dr K P Anilkumar

Asst Prof Dr K S Sajan

Asst Prof Dr. Devika R

Asst Prof Dr V P Joshith

Asst Prof Dr Bini A

Asst Professor Dr Chita L

Asst professor Dr Jayaprakash

Asst Professor Dr Seema menon K P

M.Phil.

DrK Rajagopalan

Dr Seema menon K P

Dr K S Sajan

Following staff members are pursuing their research studies.

Ph.D.

Sri Sureshkumar

Smt Smitha R

Dr K S Sajan (additional Ph D Degree)

Sri SankaraNarayanan

Smt Sethu S Nath

Smt Revathi N

Smt Rajalekshmi

Smt Mininkumari D

Smt Mridula K

Sri Binuraj A

Smt Sreekala S

Sri Sunilkuar A S

M.Phil.

Nil

Following faculty members have been recognized as guides and referees by different Universities.

Sr. No.	Teacher Educators	University	Program Details
1	Dr K Rajagopalan M.Phil.,M.Ed.	Bharathiyar University Guide & Referee Karpagam University	Ph.D., M.Phil Ph.D.
2	Dr Ampili aravind	Bharathiyar University, University of Calicut	Ph.D. M.Ed
3	Dr Anilkumar K.P.	University of Calicut	M Ed
4	Smt. Smitha R.	University of Calicut	M Ed
5	Dr. K S Sajan	Bharathiyar University Calicut University, IGNOU	Ph D Zoology Guide M.Ed Guide & Referee
6.	Dr. Seema Menon K.P.	University of Calicut	M Ed

7.	Dr. Jayaprakash R.K.	University of Calicut	M Ed
8.	Dr. Devika R.	University of Calicut	M Ed
9.	Sankara Narayanan Paleri	University of Calicut	M Ed
10.	Dr. V.P. Joshith	Bharathiyar University University of Calicut	Ph D M Ed

The institution has a research wing committee headed by the Principal with a Teacher-in-charge as co-ordinator for the promotion of research and related activities.

The research committee constitutes with the following members.

Dr K S Girija

Dr K Rajagopalan

Dr Ampili aravind

The committee is entrusted with the following functions:

- To identify the thrust areas for educational research.
- To motivate and guide the research scholars
- To review the research proposals and provide guidance for modification
- To sustain and promote research culture of the institution
- To apply the research findings to increase the effectiveness of the teaching learning process

Efforts are taken by the committee members to achieve and maintain the quality of research work. The institution has a well equipped library with rich research literature such as research periodicals Ph.D., M.Ed., M.Phil thesis and dissertation

3.1.2 What are the thrust areas of research prioritized by the institution?

The thrust areas of research undertaken by the college include:

- Innovative classroom practices and strategies
- Technology intervention and teaching-learning output
- Inclusive education and rights of marginalized and differently abled children
- Value based education and techno-savvy classrooms

- Physical and mental health and educational achievements
- Models of teaching and instructional strategies Brain based learning and cognitive processing
- Comparative Study and Curriculum
- Instructional Methods
- Measurement and Evaluation
- Curriculum framework / development.
- Teacher education
- Special Education

3.1.3 Does the institution encourage action research? If yes, give details on some of the major outcomes and the impact.

Action Research in the form of divergent novel classroom practices are constantly encouraged by all the optional classes and the different objective oriented clubs functioning in the college. The outcome of such actions later took the shape of Innovative Practices.

Many such examples are available; some of which are enlisted below:

Computer Assisted Learning

programmes News letters

Modules

Question Bank

Scrap books

Unit book lets

Books and publications

Audio CDs Video CDs

Role play- Script, Drama etc

Field trip documents

OHP-transperencies/Slides

Dictionaries

Action research projects of the institution have made a major contribution to the field of education, schools and the teaching learning community in general. Action research has - Developed and inculcated research-attitude amongst students and teachers Helped in the professional growth of faculty members and school teachers Extended its research expertise to school teachers Provided help, guidance and incorporated school teachers into the research culture of the institution; helped to improve teaching-learning effectiveness in schools. Identified and nurtured creativity among students through innovative activities. Helped to incorporate innovative teaching-learning practices Thus, action research is an activity that has benefited students, teachers, institution and the community in general.

3.1.4 Give details of the Conference/seminar/workshop attended and organized by the faculty members in the last 5 years.

The institution and its faculty members are actively involved in organizing, conducting and participating in various conferences, seminars and workshops.

Research and Publication Output

List of Seminars conducted by the institution:

Sl No.	Name of seminar	Co ordinator	Date	National/s tate level	Rem ark
1	Workshop on Preparation of Syllabi for Women's Studies in	Dr Ampili aravind	24/06/2009 to 26/06/2009	National Level	

	Education for Teacher Education Courses at Graduate and Post Graduate Levels(Co-ordinated the Workshop) Sponsored by UGC				
2	Workshop on Creative Research : Exploring Research Paradigms and SPSS (Co-ordinated the Workshop)	Dr Ampili Aaravind	22/03/2011 to 26/03/2011	National Level	
3.	UGC Sponsored Seminar on Open Door Policy in Higher Education: Dr. R.K. Jayaprakash	Dr . R.K. Jayaprakash	23/06/2010 To 25/06/2010	National Level	
4	UGC Sponsored Seminar on Children with Learning disability: growing up with hope and dignity	Seema Menon KP	15 & 16 March 2012	National	
5.	UGC Sponsored Seminar on Humanising education of children with special needs	Seema Menon KP	4 & 5 February 2015	National	
6	Education theatre and Socialised simulation skills	Sankaranarayanan P	06 th February 2011	College	

7	Education theatre and Socialised simulation skills	Sankaranarayanan P	03 March 2012	College	
8	Education Theatre	Sankaranarayanan P	28 th February 2013	College	
9	Social Science – Process based Evaluation	Sankaranarayanan P	12th December 2013	University	
10	Seminar on Social Science Curriculum	Sankaranarayanan P	March 2015	University	

3.2.1. Give details of instructional and other materials developed including teaching aids and/or used by the institution for enhancing the quality of teaching during the last 3 years.

Development of Instructional Material

Instructional material developed in the institution can be classified in three main categories.

- 1) Material required for teaching-learning in the institution.
- 2) Material required for Extension lectures and Classes
- 3) Material for teaching-learning in the schools.

Learning aids and materials of various kinds and types are prepared and used by the faculty members. The following list indicates a general class of items. Specific details of items are kept with the individual teacher files for on the site verification.

Power Point Presentation Sets

Question Banks cum Solved Question Sheets OHP

Transparency Sheets

Specially Collected Reference Books

Resource materials developed in collaboration with Student-Teachers

Digital Libraries

ICT integration Tools collected and Purchased

Educaional CD set of SIET, Govt. of Kerala

Sample Copies of Selected Practicum Works

Study Material, Notes and Worksheets

Proformas and Schedules for Orientation, Instruction,

Evaluation and Performance Assesment of Student- Teachers

Web sites/ blogs of teachers with Instructional Modules

Most of the faculty members have developed their own teaching material for teaching the curricular courses and subjects. Transparencies and power-point presentations are regularly used for day-to-day teaching of all B.Ed. and M.Ed. classes. The other type of instructional material is prepared by teacher trainees for teaching in schools. They conduct mainly the technology based lessons using the instructional material.

Some sample learning materials prepared by faculty members are listed below.

Sl No	Name of teacher	Instructional materials prepared	Web sites
1	Dr K Rajagopalan	PowerPoint Presentation Sets Resource materials developed in collaboration with Student-Teachers Notes B.ed and M.ed	
2	Dr Ampili Aravind	PowerPoint Presentation Sets Resource materials developed in collaboration with Student-Teachers Notes B.ed and M.ed Research Papers for publication Ph.D., Research Tools M.Ed. Research Tools	

3	Dr. KP Anilkumar	<p>Video lesson scripting and acting</p> <p>Audio lessons script writing</p> <p>Content based miming and skit development</p> <p>Documentary preparation</p> <p>Digital recording using free softwares</p> <p>Web-designing using discovery education free resources</p> <p>News letters/brochures</p> <p>Books and publications OHP transparencies/slide</p> <p>Digital recording using free softwares</p>	
4	Smitha R	<p>PowerPoint Presentation Sets</p> <p>Transparency Sheets</p> <p>Sample Copies of Selected Practicum Works</p> <p>Evaluation and Performance Assessment of Student- Teachers 10</p>	
5.	Dr K S Sajan	<p>Power point presentations</p> <p>Question Banks cum Solved Question Sheets OHP</p> <p>Transparency Sheets</p> <p>Specially Collected Reference Books</p> <p>Sample Copies of Selected Practicum Works</p> <p>Study Material, Notes and Worksheets</p> <p>Performa and Schedules for Orientation, Instruction,</p> <p>Evaluation and Performance Assessment of Student-</p>	<p>www.schoolrack.com/college</p> <p>http://sajanindia.googlepages.com</p> <p>http://ednres.blogspot.in</p> <p>www.totheteacher.blogspot.in</p> <p>http://drkss.blogspot.in/</p> <p>http://sajanindia.blogspot.in/</p> <p>http://naturalphotographer.blogspot.in/</p> <p>http://kssajan.blogspot.in/</p>
6.	Sanakaranarayanan Paleeri	<p>Poerw point</p> <p>Question Banks cum Solved Question Sheets OHP</p> <p>Transparency Sheets</p> <p>Specially Collected Reference Books</p> <p>Resource materials developed in collaboration with Student-Teachers</p> <p>Digital Libraries</p> <p>ICT integration Tools collected and</p>	<p>http://paleeri.blogspot.in</p>

		<p>Purchased</p> <p>Educational CD set of SIET, Govt. of Kerala</p> <p>Sample Copies of Selected Practicum Works</p> <p>Study Material, Notes and Worksheets</p> <p>Preforma and Schedules for Orientation, Instruction, Evaluation and Performance Assessment of Student- Teachers</p>	
7.	Dr Bini A	PowerPoint Presentation Sets	
8.	Dr Devika R	<p>PowerPoint Presentation Sets</p> <p>Resource materials developed in collaboration with Student-Teachers</p>	
9.	Dr V P Joshith	<p>Developed 22 e-content modules in Physical Science for CEC New Delhi a Nationwide UGC Project</p> <p>PowerPoint Presentation Sets</p>	
10.	Mridula K	<p>PowerPoint Presentation Sets</p> <p>Question Banks cum Solved Question Sheets OHP</p> <p>Transparency Sheets</p> <p>Specially Collected Reference Books</p> <p>Resource materials developed in collaboration with Student-Teachers</p>	
11.	Revaty N.	Sample Copies of Selected Practicum Works	
12.	Dr. Seema menon KP	<p>PowerPoint Presentation Sets</p> <p>Question Banks cum Solved Question Sheets OHP</p> <p>Transparency Sheets</p> <p>Specially Collected Reference Books</p>	
13.	Sethu S Nath	<p>PowerPoint Presentation Sets</p> <p>Transparency Sheets</p> <p>Resource materials developed in collaboration with Student-Teachers</p> <p>Sample Copies of Selected Practicum Works</p> <p>Evaluation and Performance Assessment of Student- Teachers</p> <p>Periodical assessment</p>	

14.	S Sreekala	PowerPoint Presentation Sets Specially Collected Reference Books Sample Copies of Selected Practicum Works	
15.	Sunil kumar AS	PowerPoint Presentation Sets Question Banks cum Solved Question Sheets OHP Transparency Sheets Specially Collected Reference Books Resource materials developed in collaboration with Student-Teachers Digital Libraries ICT integration Tools collected and Purchased Educational CD set of SIET, Govt. of Kerala Sample Copies of Selected Practicum Works Study Material, Notes and Worksheets Preforma and Schedules for Orientation, Instruction, Evaluation and Performance Assessment of Student- Teachers	

Power-point presentations make the lessons very interesting and help to break the monotony of class room teaching there by making the teaching-learning process interesting and effective. They are also required to develop and use their own teaching aids in the form of pictures, charts, charts, maps, puzzles and models which are used for the micro-lessons, bridge lessons and practice lessons in schools while conducting practice lessons in their respective subjects. The use of such learning material ascertains and enhances the effectiveness of the learning process.

3.2.2 Give details on facilities available with the institution for developing instructional materials?

- A budget is allocated in PTA fund for use, up gradation and developing instructional material.

- Chart papers, stationary, transparencies, compact discs, laptops and internet facility are made available to the faculty to develop instructional material.
- Resource persons from the State Council of Educational Research and Training (SCERT) and DIETs are invited to orient teacher trainees and faculty to develop useful, interesting and attractive instructional material and teaching aids.
- Workshop on "Preparation of teaching aids is held regularly. The teacher trainees enthusiastically participate in these workshops.

- **GENERAL LABORATORIES**

Items	Objective	Functions
Computer Lab	To provide ICT skills necessary for effective classroom performance	Training in use of computer in teaching As UGC-Network Resource Centre Internet Surfing & data logging Data Processing and management Training in the use of educational CD's and Software Preparation of multimedia presentations and handouts
Technology Lab	To provide hands on training on handling technological equipments	Training in the use of Technological devices like Interactive borads, LCD, OHP. Laptop, Handy cam, TV & VCR Watching of Educational programmes. Preparation of transparencies and slides. Serve as technical library having collection of educational CDs .
Psychology Lab	To familiarizes with psychological tools	Administration of psychological tools. First hand experience on practical Serve as a source centre for learning psychology. Consultancy in psychometric analysis.
Language lab	To enhance learning of foreign language	Digital Interactive system Enhances communicative English programme Training in language teaching strategies. Self learning device.
Science Lab	To give first hand experience in Physical and Biological sciences practicals	Practice teaching preparations Experiment of the week programme Annual Science exhibition. Science Day Celebrations. Lending

		equipment/apparatus/chemical to trainees during practice teaching/preparatory training programmes.
Physical Education Lab	To provide physical & Mental fitness to students	Awareness about health and hygiene. Practicing indoor and outdoor games Training in Aerobics and yoga Tips for healthy living First aid kit
Work Experience Lab	To transmit the value of dignity of labour.	Training in manual labour. Training in productive work Exposure to creative talents
METHOD LABORATORIES		
English	To realize the aims and objectives of English education	Photogallery Creative expressions and publications A new word a day exercise Optional library Computer Question bank Student developed notes collection
Malayalam	To realize the aims and objectives of Malayalam education	Photo gallery Optional library Collection of teaching aids
Mathematics	To realize the aims and objectives of Mathematics education	Teaching aids and models Math lab network Photogallery Computer Collection of models and charts Reference Texts
Natural Science	To realize the aims and objectives of Natural Science education	Photo gallery Optional library Digial Library Collection of teaching aids Aquarium,Terrarium Wall mounted still models Objects and specimens .
Physical Science	To realize the aims and objectives of Physical Science education	Hall of Fame- Photogallery Wall mounted still models Charts and Diagram Collection Computer Opional Library Digial Library Solved Question Papers Physical Science Sudent-Teachers' Kit .
Social Science	To realize the aims and objectives of Social Sciencee ducation	Photo Gallery Archieves Coin Collection/Stamp collection/flag collection Maps/charts/Globe Teaching aids Subject library scripts on Braille

3.2.3 Did the institution develop any ICT/ technology related instructional materials during the last 5 years? Give details.

Sl no	Name of Teacher	Ppt/video/Multimedia package/Audio CD/Web sites	Address/topic	Remarks
1.	Dr K Rajagopalan	Video lesson scripting and acting	M.Ed Dissertation work- Video lesson in commerce	
2.	Dr. Ampili Aravind	Interactive Visual Instructional Modules in Physics, Geography and Commerce Power point presentations		
3	Dr K P Anilkumar	PowerPoint Presentation Sets Purchased Educational CD set of SIET, Govt. of Kerala Evaluation and Performance Assessment of Student- Teachers Digital recording using free softwares Recordings of Micro Teaching	Malayalam education Malayalam Grammar Malayalam language and literature Malayalam Education	
4.	Smitha R	PowerPoint Presentation Sets	1)Models of teaching 2)Comparison of methods of teaching 3)modern trends in science education 4)constructivism 5)bloom's taxonomy 6)collaborative learning	
		Transparency Sheets	1)Different types of curriculum 2)mill's canons of induction 3)correlation in science 4)vogel's criteria of selection of text book 5)soft skills for a teacher 6)major aspects of critical pedagogy 7)steps of achievement test construction 8)steps of diagnostic test	8

			construction 9) process skill 10) comparison of inductive and deductive approach	
		Books and publications OHP transparencies/slide seminars on research methodology with power points		
		Digital recording using free softwares	Micro teaching	
5.	Dr K S Sajan	Power point presentations Development of Multimedia package for hearing impaired children Documentary on environmental protection 'Nilayiloode' in Malayalam	www.schoolrack.com/college http://sajanindia.googlepages.com http://ednres.blogspot.in www.totheteacher.blogspot.in http://drkss.blogspot.in/ http://sajanindia.blogspot.in/ http://naturalphotographer.blogspot.in/ http://kssajan.blogspot.in/	
6.	Dr V P Joshith	Developed 22 e-content modules in Physical Science for CEC New Delhi a Nationwide UGC Project PowerPoint Presentation Sets	Education	
7.	Mridula K	PowerPoint Presentation Sets	-Communication skills and their components -Preparation of e-learning materials	
		Video lesson scripting and acting	Based on std8,9,10 course book	
		Audio lessons script writing	Based on std8,9,10 course book	
		Content based miming and skit development	Based on std8,9,10 course book	
		Documentary preparation	On Community Living Camp	

		Digital recording using free softwares		
		Web-designing using discovery education free resources		
		News letters/brochures	News letters	
		Books and publications OHP transparencies/slide	Transparencies -professionalism -Qualities of good language teacher -International Tests of English language proficiency: IELTS, TOEFL, TESL -Reflective teaching – meaning, steps, advantages	
		Digital recording using free softwares		
8.	<i>Sanakaranarayananana Paleeri</i>	PowerPoint Presentation Sets ICT integration Tools collected and Purchased Educational CD set of SIET, Govt. of Kerala	Education theatre, Socialised simulation skills, Educational Philosophy, Models of Teaching, Social science education. Social science education, Educational Philosophy, Educaiton theatre Social Science education, Women education	
		Video lesson scripting and acting	Women education	
		Audio lessons script writing	Social science education	
		Content based miming and skit development	Social science Education	
		Books and publications OHP transparencies/slide	Education	
9.	<i>Seema menon KP</i>	PowerPoint Presentation Sets	Educational Psychology	
10.	<i>Sethu S Nath</i>	PowerPoint Presentation	ICT	

		Sets	COMMUNICATION CAI MICROTEACHING INTERNET EDUCATION SMC TQM	
		Transparency Sheets	OHP LCD ACTIVITY AIDS CONE OF EXPERIENCE	
		Content based miming and skit development	Non -verbal communication	
		Web-designing using discovery education free resources	Web page designing	
		Books and publications OHP transparencies/slide	Projected and non- projected aids	
11.	<i>S sreekala</i>	PowerPoint Presentation Sets	Educational Psychology & English optional	
12.	<i>Sunil Kumar AS</i>	PowerPoint Presentation Sets	Philosophy	
		Transparency Sheets	Philosophy	
		Digital Libraries	Philosophy	
		ICT integration Tools collected and Purchased	Philosophy	
		Educational CD set of SIET, Govt. of Kerala	Philosophy	
13.	<i>Revaty N.</i>	Video lesson scripting and acting	High Shool Biology Topics	
		Books and publications OHP transparencies/slide	HighSchool Biology Topics	

- Video lesson scripting and acting
- Audio lessons script writing
- Content based miming and skit development
- Documentry preparation
- Digital recording using free softwares
- Web-designing using discovery education free resources
- News letters/brochures
- Books and publications OHP transparencies/slide

3.2.4 Give details of various training programmes and or workshops on material development (both instructional and other materials)

Organised by the institution for Student-Teachers:-

Preparation of Teaching Materials - charts and models

Preparation of Modules

Development of Micro-Teaching Lessons

Development of Models of Teaching Lesson Templates

Preparation of programmed learning Material and other teaching aids related to technolgy

Preparation of SUPW materials

Special Classes for ICT content development

The descriptions of such practices are tabulated as given below

Dr K P Anilkumar	Teaching Malayalam short stories		
	Chart preparation- various type		
	Preparation of lesson plans based on synaptic mode		
	Lessons based on models of teaching		
	Teaching poems		

Dr K S Sajan	ICT content development workshop for all the six subjects based on UBUNTU free software	1X6	Content related to each different subjects
Sankaranarayan paleeri	Audio device	1	Social science education – Pedagogy
Sethu	Class PS		Edubuntu

Attended by the staff:- The teaching faculty members are regular participants in material development initiatives and workshops organised by various external agencies; the following table shows a general distribution of participation of Permanent faculty members who underwent the training experience

Sl no	Name	Organised by	Program
1	Dr K S Sajan	it@school	ICT module for biology Class X
		SCERT	Textbook preparation Standard VIII and XI
		SCERT	Evaluation Module Standard X
		Kerala literacy mission	Standard X equivalency Textbook
		University of Calicut	Scholarly article writing
		Allappuzha -Sarva Siksha Abhiyan (SSA)	Workshop on CD-IT Material preparation for Social Science, Basic Science and Mathematics held
		SCERT	Handbook Science Standard VI
		Kerala State Open School	preparation of self learning module of plus two Zoology
		SCERT	revision of Science (Std VI, VIII and IX) Textbooks
		SCERT	Residential Workshop for the Development of Adolescent Education Material
	Department of Education, University of Calicut	UGC sponsored WORKSHOP on “interpreting Quantitative Data with SPSS”	

2	Dr Joshith VP	CEC New Delhi a Nationwide UGC Project	e-content module workshop in Physical Science
3	Dr Ampili aravind	UGC NSSTC,Ottapalam	National Level Workshop on Preparation of Syllabi for Women’s Studies in Education for Teacher Education Courses at Graduate and Post Graduate Levels(Co-ordinated the Workshop)
		UGC-SAP University of Calicut	Seminar-cum-Workshop on E-Content Development for Teacher Education
		University of Calicut	Workshop for M.Ed. Curriculum Revision
	DR Anilkumar KP	SCET/ DIET etc..	1) Govt. College of Teacher Education Kozhikode- UGC sponsored workshop on ‘Preparation of source book on human rights Education at the secondary level’ from 21 st to 23 rd June 2006.
			2) UGC sponsored national level workshop on Preparation of Syllabi for woman studies in education for teacher education courses at graduate and post graduate levels. Organized bt NSS Training College, ottapalam on June 24 to 26 ,2009
			3) Three day national workshop on ‘Perspectives in research paradigms’ at Devaki amma Memorial Teacher Education college on 6 th 7 th and 8 th December 2010
			4) UGC sponsored national level workshop on Preparation of Syllabi for woman studies in education for teacher education courses at graduate and post graduate levels. Organized bt NSS Training College, ottapalam on June 24 to 26 ,2009
			5) National workshop on ‘Improvised aids in science education’ at PKM

			College of Education, Madampam on 26 th and 27 march 2009
			6) State level workshop on Application of Inferential Statistics in Educational Research. Conducted by Farooq Training College, Calicut on 6 th and 7 th January 2010
			7) Interuniversity workshop on Proximity Towards the creation of Quality Research Frame work' at School of Pedagogical Sciences, MG University on 9 th April 2010.
			8)State level workshop on The tumultuous treasure house of M.Ed curriculum revamping at School of Pedagogical Sciences , MG University on 10 th Nov 2010.
	Dr Seema menon KP	NSS Training College,Ottapalam	Workshop on Creative research : Exploring research Paradigms and SPSS, 22-26 March 2011
			Workshop on Preparation of Syllabi for Women Studies in Education for Teacher Education Courses, 24-29 june 2009
			Training under Intel Teach Essentials Course, 30.11 2009 to 4.12.2009

Training provided to the staff

Orientation Programme for College Teachers on "Discovering the Teacher Within" in Collaboration for the college teachers around palakkad

One Week course on "ICT enabled Classroom Practices" for teacher educators

Regional colloquium on "Constructivism in ICT Integrated classroom environment"

UGC sponsored national level workshop on Preparation of Syllabi for woman studies in education for teacher education courses at graduate and post graduate levels. Organized bt NSS Training College, ottapalam on June 24 to 26 ,2009

3.2.4 List the journals in which the faculty members have published papers in the last Five years.

A selected list of Journals in which the faculty members have published their articles in the last five (+) years are:

Journal of Studies in Teacher Education

Endeavours in Education

Journal of Educational and Psychological Research

Thematics Journal Of Physical Education by Thematics Publications Pvt Ltd

Publication of Vinayaka Mission University

Experiments in Education

Research Highlights

Managing the future: A half yearly Journal

Journal of Studies in Teacher Education

Frontiers in Education and Research

International Journal of Scientific Research

i-manager's Journal on Educational Psychology

QUEST IN EDUCATION EDUTRACKS

NEW FRONTIERS IN EDUCATION" in the national journal "Indian Psychological Review"

InternationalJournal of Multidisciplinary Science and Research (IJMSR)

the national journal Innovations and Researches in Education,

Edutracks, ISSN: 0972-9844

Journal of Education and Practice (International Journal) – by International Institute for Science, Technology and Education, ISSN 2222-288X, On line - - www.iiste.org

Neelkamal Publications, Hyderabad., ISBN-978-81-8316-176-3

i-manager's Journal on educational psychology, ISSN-0973-8827

Journal of Innovations and Research in Education, ISSN – 2231-4148

Indian Journal of Applied Research, ISSN – 2249-555X

Global Journal of Research Analysis, (International journal),ISSN: 2277-8160

Journal of Studies in Teacher Education

Journal of studies in Teacher Education” ,

Endeavours in Education

GCTE Journal of Research and Extension in Education

Frontiers in Education and Research

Educational Herald

INNOVATIONS AND RESEARCH IN EDUCATION

INDIAN JOURNAL OF APPLIED RESEARCH

Millennium Zoology a research Journal in Zoology

Science India the national Science Magazine

the Journal of Zoological Society of Kerala

Online publication at ERIC (www.eric.ed.gov)

3.2.6 Give details of awards, honors and patents received by the faculty members in last 5 years.

Ph.D. Degree awarded to

Seemamenon KP

Jayaprakash RK

Joshith VP

Anilkumar KP

Devika R

Bini A

Other honours and awards for faculty members are listed below

<p>Dr K Rajagopalan</p>	<p>Recipient of The Best Teacher Educator Award for the year 2007-2008 instituted by All India council Of Teacher Education Kerala chapter</p> <p>Research Guide for PhD (Education) At Bharathiyar University, Karpagam University, Dravidian university and Manonmaniam Sundaranar universities and M.Phil guide in Annamalai and Madhura Kamaraj universities And Guiding Ph.D scholars and produced two M.Phil Thesis and produced about 15 M.Ed Theses.</p> <p>Member of Board of studies in Education (PG), University of Calicut</p> <p>Member of Board of Studies in Education(UG) Kannur University</p> <p>Member Faculty Of Education, Kanur University</p> <p>Member of Curriculum Committee for M.Ed Sree sankaracharya Unuiversity Of Sanskrit, Kerala</p> <p>Former Member Board of Studies in Education, Kerala University</p> <p>Former Member Of accdemic council, university of Calicut,</p> <p>Former Dean, Faculty of education, University of Calicut.</p>
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Dr Ampili Aravind	<p>Research supervisor for PhD, Bharathiar University – Produced – 1 PhD, Submitted – 1, Doing – 6 Research expert in Doctoral Committee of Karpagam University Judging panel member of Research projects of DIETs in Kerala - SIEMAT Core committee member & expert committee Chairperson of M.Ed. Curriculum Revision, Calicut University Expert committee member, B.Ed. curriculum revision, Calicut University. Chairman, Practical Board (B.Ed.), Calicut University Chief examiner B.Ed. Theory Paper, Calicut University Additional Examiner M.Ed. Theory paper Calicut University M.Ed. dissertation evaluator, Calicut University M.Ed. dissertation evaluator, Kerala University M.Ed. theory paper evaluator, Kerala University M.Ed. Viva Board Member, Calicut University Question paper setter for M.Ed. Entrance exam, Kerala University Resource person for extension classes in various colleges and schools Subject expert for faculty selection in various Training colleges Women’s cell co-ordinator N.S.S. Training College, Ottapalam Returning officer, College Union Election 2015, N.S.S. Training College, Ottapalam RUSA – Co-ordinator, N.S.S. Training College, Ottapalam NAAC – Co-ordinator, N.S.S. Training College, Ottapalam AISHE-Co-ordinator, N.S.S. Training College, Ottapalam Former Member, Board of Studies in Education (UG), Calicut University Joint secretary, AKPCTA branch, N.S.S. Training College, Ottapalam</p>
Dr Anilkumar KP	<p>Regional secretary, CTE, Kerala Best Regional Co-Ordinator, Indian Jeevakarunya Charitable Trus</p>
Smitha R	<p>Taken duty as judge for Kerala state school science fair for the last 6 years Taken duty as additional/ chief examiner for the centralised valuation camp for the last 9 years Taken duty as external examiner for the conduct of BEd practical examination Taken duty as additional chief superintendent for the conduct of b ed theory examination during 2008 & 2014 Taken duty as a member of the expert committee to prepare the syllabus for M Ed (curriculum revision)</p>

<p>Dr K S Sajan</p>	<p>Former Member of Education UG Board. University of Calicut</p> <p>M Ed Dissertation Examiner/Valuer University of Kerala September 2013</p> <p>M Ed Theory Paper (core Paper III Philosophical and Sociological Foundations of Education) Examiner/Valuer University of Kerala September 2013</p> <p>Member, Board of Practical Examination for B Ed , University of Calicut 2009,10,11,12,13</p> <p>M Ed Theory Paper (Advanced Educational Psychology) Examiner/Valuer University of Kerala February 2013</p> <p>Chairman, B Ed Theory Examination Valuation, University of Calicut, Dec 2010, Jan 2012, May2013, Jan 2014, July 2014.</p> <p>M Ed Theory Paper (Advanced Educational Psychology) Examiner/Valuer University of Kerala March 2014</p> <p>Judge for Kerala School Science , Mathematics, Social Science It Fair and Vocational I Expo 2013-14Kannur 25-29 Nov 2013</p> <p>Judge for State level INSPIRE Award.</p> <p>Member of Expert Committee to Prepare Syllabus for M Ed University of Calicut</p> <p>Judge for State Science / Mathematics/ Social Science/ Work Experience Fair and Vocational Expo 2011-12</p> <p>Addl. Chief Examiner for B Ed Theory Examination, University of Calicut 2009, 2010, 2011, 2012, 2013</p> <p>Chairman, Confidential Work, SSLC Examination, Office of the Commissioner for Government Examinations, Pareeksha bhavan, Kearla State.</p> <p>Coordinator, Equal Opportunity Cell, N SS training College Ottapalam</p> <p>Secretary, All Kerala Private college Association - Branch NSS Training College Ottapalam for 2013-14</p> <p>Coordinator, IQAC 2013 -14 N S S Training College, Ottapalam</p> <p>Member, Planning Forum 2013-14 , N S S training College, Ottapalam</p>
<p>Dr V P Joshith</p>	<p>Post Doctoral Research Award in education By UGC, New Delhi</p>
<p>Seema mono KP</p>	<p>M.Phil (2008)</p>

S Sreekala	<p>Additional Examiner for practical examination for B, Ed under Calicut University</p> <p>Additional examiner for theory examination for B. Ed under Calicut University</p> <p>Question paper setter for B. Ed Examination under Kerala and Mahatma Gandhi University.</p>
Suresh kumar	<p>Appointed as, Member, Faculty of Education, University of Calicut from 2012 to till date.</p> <p>Appointed as, Member, UG Board, Education, University of Calicut from 2010-2013.</p> <p>Appointed as additional chief for conducting BEd examination, University of Calicut for various years.</p> <p>Appointed as additional chief for paper valuation for BEd examination, University of Calicut for various years.</p> <p>Appointed as additional chief for paper valuation for BEd examination, Mahatma Gandhi University for various years.</p> <p>Appointed as external examiner for conducting BEd practical examination, University of Calicut for various years.</p> <p>Appointed as external examiner for conducting BEd practical examination, Mahatma Gandhi University for various years.</p> <p>Appointed as Question paper setter BEd examination, Mahatma Gandhi University for various years.</p> <p>Appointed as Question paper setter MEd examination, Mahatma Gandhi University for various years.</p> <p>Appointed as IQAC Coordinator for the year 2012-13 in NSS Training College, Ottapalam.</p> <p>Appointed as Master Trainer for Census 2011 by Census Department, Government of India.</p> <p>Appointed as Presiding Officer for conducting various elections in Kerala by the Election Commission of India.</p> <p>Appointed as judge for the State Social Science Fair 2012-13 at Kozhikode by the Director of Public Instruction, Government of Kerala.</p>

3.2.7 Give details of the Minor / Major research projects completed by staff members of the institution in last five years.

<i>Dr Bini A</i>	<i>*Minor project is doing as co investigator on Adjustment problem of tribal students of Attapadi in Palakad district.(2013-2014)</i>
<i>Dr Joshith VP</i>	<i>Received Minor Research Project from UGC in the Year 2011 and the project not undertaken</i>

Dr Seema monon
KP

Ongoing Minor Project (Development of Teaching- Learning Materials for Children with Special Needs)

3.3 Consultancy

3.3.1 Did the institution provide consultancy services in last five years? If yes, give details.

Yes, the institution has provided consultancy services on a non profitable basis to nearby institutions and on individual need.

The institution provides consultancy services to several schools, teacher training institutions and other educational institutions. The institution has provided consultancy services almost in all areas related to the field of education.

The institution's experienced and qualified faculty has provided expert guidance in all areas of the B.Ed curriculum like conducting course related practical work, preparation of evaluation tools for micro teaching lessons, practice lessons to the faculty of these new teacher education colleges. Consultancy is also provided for undertaking research and extension programs and recruitment of teachers and preparation for the inspection.

The nature of these has been elaborated as follows:-

Consultancy Services to Schools

School administrators and teachers are given guidance on evaluation practices, methodology of teaching and preparation of instructional material.

Consultancy Services to Teacher Training Institutions

Over the past five years, several new teacher training institutions have come up that have introduced the B.Ed and M.Ed courses. Inputs have been given by senior faculty of the institution regarding aspects of curricular transaction that include course related practical work and practice teaching, evaluation scheme and information on the relevant course related books for reference is provided.

Consultancy Services to Pareekshabhavan, SCERT, DIET, Population Education Cell, Kerala state Open school, Kerala state literacy mission and academic staff colleges

The expertise of faculty members are used in various organisations for their functioning like preparation of Textbook, handbook, teacher training modules, evaluation modules etc. Preparation of Question papers, Preparation of life skill and adolescent education module, learning aids preparation training modules, Preparation open school text books and equivalency textbooks. Resource persons for academic staff colleges.

Consultancy Services for Interview Procedure to be followed for

Recruitment

The senior faculties of the institution are nominees and experts for selection committees. They thus share their expertise and knowledge with the other teacher training institutions regarding the appropriate interview procedure to be followed for recruitment

Consultancy Services for Conducting Research

The approved guides of the institution are consulted regularly for research methodology, approval of proposals and research procedures by faculty from teacher training institutions and students desirous of engaging in research.

Expert guidance, orientation and consultancy has been provided in the following areas by several faculty members who have been invited as experts and resource persons to give inputs in newly incorporated topics in the syllabus.

- Curriculum Revision Improving Teaching Learning process Models of Teaching
- Inclusive Education Modern Trends in Education

3.3.2 Are the faculty/Staff members of the institute competent to undertake consultancy? If yes, list the areas of competency of staff members and the steps initiated by the institution to publicise the available expertise.

Yes, the faculty/staff members of the institute are competent to undertake consultancy in different dimensions; the professional utilization of such competency remains as an area of improvement.

The following table shows the general distribution of consultancy, strong field of teaching faculty of the college.

Name	Area	Level(regional /state/National
Dr. Ampili Aravind	Educational Psychology Research Methodology	Regional
	Life skill Education	State
Dr..K P Anil Kumar	Value education	Regional
	Value oriented education	Regional
	Literacy Programme	Regional
Sankaranarayanan Paleeri	Education Theatre, Models of Teaching, Qualitative Research	Regional
	Through the web blog www.paleeri.blogspot.com	
Dr K S Sajan	Educational research methodology , Educational Psychology, Insect Physiology and Biochemistry , School level Biology, Adolescent education , Life skill education , Statistics, Film exhibitions Through website http://sajanindia.googlepages.com	State and National level

The steps initiated by the institution to publicise the available expertise are Institutional website, official communications from office to other institutions, and mouth to mouth.

3.3.3 How much revenue has been generated through consultancy in the last years? How is revenue generated, shared among the concerned staff member and the institution?

Organised consultancy leading to substantial revenue generation for the college on a professional basis is yet to be developed in the college and the same stands as a promising opportunity for improvement.

3.3.4 How does the institution use the revenue generated through consultancy?

The institution does not generate revenue through consultancy

3.4 Extension Activities:

3.4.1 How has the local community benefited from the institution? (Contribution of the institution through various extension activities, outreach programmes, partnering with NGOs and GOs)

Sharing of men and material resources.

Providing financial support to nearby institutions

Supplying study materials to the needy

Motivational programmes for the students

Remedial teaching programmes

Film exhibitions

Provision of uniforms to poor students

Partnering with agencies like WWF, Local schools and other community organisations

Resource persons to Pareekshabhavan, SCERT, DIET, Population Education Cell, Kerala state

Open school, Kerala state literacy mission and academic staff colleges

Sharing of auditorium for different community development programmes

Sharing of library resources

Academic support

Conducting co-curricular and cultural activities

Offering counselling services

Offering consultancy and technical support

Extension activities of individual teachers

Name	Organisation	Service rendered
Dr.Ampili Aravind	Various Teacher Training Colleges	Resource person for Educational Psychology and Research Methodology
Dr. K. P. Anil Kumar	Gandhi peace foundation	Student's workshop
	Janasree mission,	Talks on Gandhi and rural development
	CTE	Regional secretary
	Kerala Private College Teacher's Association (KPCTA)	District Secretary
Seema Menon K.P.	Palliative Care	Volunteer, Member of Home Visit Group
	Kerala Sastra Sahitya Parishad	Member
	Art Of Living Foundation	Volunteer, CDC Member
	Municipal Library Council	Library Council Member
Mridua K.	EMMRC, University of Calicut	Preparation, Presentation and Editing e-content modules on methodology and pedagogy of teaching English
Sankaranarayanan Paleeri	Chaithanya Special School	Training sessions for teachers and students
Dr K S Sajan	Pareekshabhavan, SCERT, DIET, Population Education Cell, Kerala state Open school, Kerala state literacy mission Schools of Kerala it@school	Preparation of ICT modules, Film exhibitions

3.4.2 How has the institution benefited from the community? (Community participation in institutional development, institution-community networking, institution school networking etc.)

Availability of school facilities for practice teaching, preparatory sessions

Support rendered by the libraries of other institutions

Academic support received from different neighbouring institutions.

Conducting co-curricular activities

Providing hostel facilities to students

Using the infrastructure of nearby institutions

Law awareness class from legal awareness cell

Women empowerment from Kerala states women's commission

Resources classes from personnel of IT@school. DIET, SCERT

3.4.3 What are the future plans and major activities the institution would like to take up for providing community orientation to the students?

Conducting social surveys

Organising health campaigns

Organizing various awareness programmes

Life skill training programmes.

Academic training programme for competitive examination

Orientation programme for school and training college teachers

Giving orientation to student teachers to give remedial teaching to

Economically and socially backward students

Future Plans for Teacher Trainees

The institution's future plans and major activities for providing community orientation to the teacher trainees are as follows:

- Environmental awareness
- Value oriented co-curricular activities in school
- Development of democratic citizenship
- Planting and preserving trees
- Survey
- Need Analysis

Procedure for ongoing program

- Implementation of the program
- Introspection / reflection about the program
- Evaluation

The social service program will be a mandatory activity for the teacher trainees and the faculty members will be supportive in providing guidance and orientation.

3.4.4 Is there any project completed by the institution relating to the community development in the last 5 years? If yes, give details.

Yes, the institution extended its support to the public of Ottapalam Taluk, Palakkad district. Various programmes such as medical awareness, conscientization programme on population health, hygiene, sanitation, counselling, preservation of Bharatapuzha, protest against sand mining etc have been undertaken by the college community in the last five years.

3.4.5 How does the institution develop social and citizenship values and skills among its students?

The institution develops social and citizenship values and skills among its students:

Practices to impart National, Social, and Spiritual values:- The institution organizes the following programmes with a view to impart value based education.

Inter-religious prayer for inculcating secularism:- Inter religious prayer sessions are organized on occasions like Gandhijayanthi, Independence Day etc. Readings from holy books (The Bhagavat Geetha, The Quaran and The Bible) and offering of prayers etc form the major programmes

Observation of National days for promoting National Integration:- To inculcate patriotism, important days like Independence day, Republic day, Gandhi Jayanthi, National Education day, Teachers day, Keralapiravi etc. are celebrated. Singing of National Anthem and Patriotic songs and Pledge taking are mandatory for the morning

assembly. Video clippings to inculcate National integration are exhibited during these programmes and while transacting the core paper, Theoretical Basis of Education.

Observation of International days to inculcate Global Perspectives and Integration:-

To inculcate international understanding important days like *Women's day, World literacy day, Anti weapon day, Anti terrorism day, Hiroshima day, World teachers day, International AIDS day, Human Rights day, Environment day, National Science Day*, etc. are observed. Video clippings to inculcate International understanding are done while transacting the core paper Theoretical Basis of Education.

Programmes to get awareness on Human Rights:- The institution celebrates Human Rights day on December 10 every year.

Thought For the Day programmes:- There is a “Thought for the Day Programme” every morning. It is mandatory for each teacher trainee to participate in the programme on a rotation basis. Student teachers take relevant topics for presentation and discussion.

Traditional Indian Values: Practice humility and reverence, modesty and warm embrace to one and all irrespective of caste, creed, community, race, religion, complexion, nationality etc. through community visits and extension works.

Inculcation of social and citizenship values:

The institution utilizes the following as the tools for inculcation of social values and citizenship.

Tools for Social Values and Citizenship

- Curriculum
- Community Development programmes
- Effective teaching / Learning
- Co curricular / Extra-curricular activities
- Social activities

These values are closely related to the affective domain of an individual. Therefore, through these, the emotions are stirred which motivates the teacher trainees to act. They are also exposed to various experiences by the above activities. This enables them to reflect and think on how they could contribute to the social cause. In case of democratic citizenship, representatives of various committees are democratically elected, made to plan, implement and evaluate the program. Every teacher trainee is made aware of his / her rights and duties. He / She is advised to conduct himself / herself in a responsible way. All the teacher trainees are made aware of the fact that they are world citizens in this age of globalization and for this purpose they need to inculcate the following:

- Ability to discharge duties and responsibilities
- Values of equality and secularism
- Wholesome attitude towards life and society
- Good and noble character.

3.5 Collaborations

3.5.1 Name of the national level organizations, if any, with which the institution has established linkages in the last five years. Detail the benefits resulted out of such linkages.

The institution has established linkages by maintaining to and fro relationship with the following institutions:

UGC, SCERT

University of Calicut

NAAC NCTE IAEA CTE

SIEMAT

ASC University of Kerala Calicut and Madhurai.

KSLMA

Kerala state Open School

Kerala State Women's commission

Women's study centre University of Calicut

Kerala state Population Education Cell

Pareekha Bhavan of Other Universities

DIET

DCE

Dy. DCE

LBS

Kerala Pareeksha Bhavan

Govt. Schools Aided Schools

Management Schools

Benefits resulted from such linkages:-

Participation and conduction of seminars/workshops

Special tuition

Conducting teaching practice

Providing infrastructure facilities

Rendering human resources

Exchange of ideas and resources

3.5.2 Name of the international level organizations with which the institution has established linkages in the last five years. Detail the benefits resulted out of such linkages.

WWF, - Environmental awareness programs, training session's workshops for development of environmental protection modules

3.5.3 How did the linkages if any contribute to the following(Curriculum Development, Teaching, Training, Practice Teaching, Research, Consultancy, Extension, Publication)

Curriculum Development:- The curriculum is designed by the Calicut University and the institution has to follow the same. Most of the faculty members of the institution have participated in the curriculum development as committee members conducted by the University of Calicut. One of the faculty of the institution has been selected as a member of the Textbook development committee of SCERT- Government of Kerala.

Teaching:- SCERT enhances the quality of teaching by providing teachers handouts and modules. Extension of financial support from UGC for infrastructure and technological appliances enhances teaching.

Training:- Academic Staff College provides opportunity to participate in orientation and refresher courses. The norms of NCTE is taken in constructing the infrastructure and student - teacher ratio. UGC, NCTE, NAAC, Government of Kerala and University of Caicut ensures teacher quality. The linkage facilitates schools for the conduction of practice teaching, preparatory sessions and Micro teaching.

Practice Teaching:- The institution has linkage with schools in Palakkad District covering a distance of 15 Km.

Research:- School community is taken for conducting experimental study. Valuable references are made available through this linkage.

Consultancy:- Consultancy services are made available through this linkage for improvement of infrastructure facilities, academic improvement etc.

Extension:- The linkage with the various institutions provides scope for adopting and implementing new programmes.

Publication:- Dissemination of information is made possible through the linkages with various institution. Publications by these agencies contribute to the enhancement of teaching-learning process.

3.5.4 What are the linkages of the institution with the school sector? (Institute-school-community networking)

Remedial Teaching programme

Supply of teaching Aids

Science shows

Math clinic

Adolescent education programs

Film exhibitions

Orientation programme for School Teachers

Supply of uniforms to poor students

Special tuition for slow learners

Judges for science exhibitions

Resource persons for Schools

Question paper preparation for School examinations

Serves as subject experts in the interview board for selection of teaching faculty members

Evaluation of co curricular activities.

theatre based Personality development program

Guidance and Counselling

Arranging Exhibitions

3.5.5 Are the faculty actively engaged in schools and with teachers and other school personnel to design, evaluate and deliver practice teaching? If yes, give details.

Yes, the faculty are actively engaged in schools and with teachers and other school personnel to design, evaluate and deliver practice teaching. The Head of the institution visits some selected schools for practice teaching before the commencement of the practice teaching. The needs, relevance and requirements are discussed in detail for securing wholehearted cooperation from the school authorities. Mentor teacher plays the role of epicenter. The evaluation is done by the concerned teacher. The school teachers and faculty members of the college have discussion on the performance of the student teachers. A proforma is supplied and feedback on the performance of the student teacher is recorded and taken into consideration. A reflective journal is also maintained for self evaluation.

To promote practice teaching in the best manner, the faculty interacts with the school principal and teachers regarding the time slots, delivery and evaluation of the practice lessons. The units for practice teaching are given and class wise school timetables are procured for lesson planning. The trainees thus undertake practice teaching which is the major component of core curriculum in an effective manner.

During the internship program, the teacher trainees actively participate in all the school activities, fill in the gaps of absent teachers and complete block teaching and course related practical with assistance from school teachers as well. The school teachers observe and evaluate the lessons and give feedback to the teacher trainees. Thus, the school personnel and faculty coordinate the practice teaching activity ensuring that quality in lesson planning and practice teaching is maintained.

3.5.6 How does the faculty collaborate with school and other college or university faculty? Collaboration of faculty with school

Collaboration with school faculty:-

Remedial teaching programme
Supply of teaching aids
Orientation programme for school teachers
Serves as subject experts in the interview board.
Evaluation of co curricular activities.
Arranging exhibitions

Collaboration with other college or University faculty:-

Serve as Coordinator, chairman and examiners in the board of practical examination of University of Calicut.
Serve as chief, examiners in the board of theory examination of University of Kerala.
Serve as chairperson/ moderator in various National seminars and Workshops.
Serves as members of board of examinations
Serves as members of curriculum committee

3.6 Best Practices in Research, Consultancy and Extension

3.6.1 What are the major measures adopted by the institution to enhance the quality of Research, consultancy and extension activities during the last 5 years?

Committee for coordinating the work of Research development and Extension.
Committee for coordinating the work of Research Publications
Conducting national and regional Seminars and Workshops periodically.
The institution promotes the faculty to present their innovative and research practices
Constant promotion for upgradation of teachers through utilization of grants and assistance from national bodies.
The institution supports and promotes extension activities to organize talks, academic and technical assistance in establishing science labs.

Quality of Research Activity

The researchers are advised about the priority areas, need and utility of research in education so that research of good quality and utility is carried out.

The internet is made available to all the researchers. They can resort to the internet for procuring information about the related theoretical literature and the researchers conducted earlier and research methodology.

The research activities are made a participatory activity. The research committee monitors the activity by securing co-operation of all the research guides available in the institution. The researchers are required to make power point presentations of their preliminary proposals before the research committee. It discusses the proposals and suggests the modifications if required. Such modified proposals are sent to the University for approval.

Assistance for progress of research activities is provided especially by providing books on research methodology and statistical techniques to be used. The library is updated with recent publications and journals.

It is ensured that M.Ed students get proper inputs in teaching of research methodology and theory courses learnt are properly applied and grounded through research activities. Those students are required to conduct seminars as proposal they have drafted.

Quality of Consultancy

For providing consultancy services, the Internal Quality Assurance Cell and the senior faculty members remain active. This ensures the utilization of the specific knowledge base for the specific educational areas. Their experiences are useful and fruitful for the newly established colleges of education, research scholars, post graduate students, teacher educators and teachers for their professional work and career.

The institution's faculty members provide consultancy to the professional teaching community such as school teachers, B.Ed. and D.Ed. college faculty members. The consultants are deputed to various programs at university level, state level and national level. This makes them have a broader perspective about education and educational problems.

Quality of Extension

It has been stated that the Extension Service Centre does the needful in this area. Its quality is maintained and enhanced through the following measures.

The institution tries to provide need based extension services.

The year plan to conduct workshops and seminars for teachers and is further chalked out in the meetings

3.6.2 What are significant innovations/good practices in research, consultancy and extension activities of the institution?

The institution has adopted various measures to strengthen the research development and extension activities. A separate committee for research wing headed by the Principal has been maintained in the institution for accelerating the pace of research. The institution continuously promotes and monitors the research and extension activities. Nine teaching faculty have already completed their doctoral degree and the remaining are on the final stage of completion. One of our faculty is doing postdoctoral fellowship. Four faculty members have been accorded to the status of research guides by different Universities. The institution avails all the major facilities provided by the Government and other funding agencies for fostering the studies. Provisions are made for doing FIP, major research, and minor research by availing the facilities at national level.

The institution has a culture of motivating action research among faculty members. A week long *National Refresher Course cum Workshop in Frontier Areas of Research Methodology for Social Scientists* was organized by IQSC from 17th to 22nd March 2011. All teachers participated in the programme and enriched themselves with hands-on training in SPSS. Faculty members are constantly encouraged to open new frontiers of knowledge by joining lateral courses on different areas and collaborate with the various research organizations all over the world. Meritorious excellence have been made by the faculty members by unfolding the research scenario of the institution on an *International basis*.

Additional information to be provided by institutions opting for Re-accreditation / Re-assessment

- 1. What are the main evaluative observations /suggestions made in the first assessment report with reference to Research, Consultancy and Extension and how have they been acted upon?**

Recommendations in the Previous Assessment Report

Establishment of PG Courses

Steps taken so far to implement the recommendations

Started M Ed course and

Applied for Research Centre

Continual use of computer facilities.

- 2. What are the quality sustenance and enhancement measures undertaken by the institution since the previous assessment and accreditation?**

The institution has Internal Quality Promotion Cell before the first accreditation process. This has been changed to Internal Quality Sustenance cell for the promotion of qualitative enhancement of faculty members. The IQSC is organizing series of programme periodically. The institution's library has been digitalized for smooth functioning of the research work. The institution organised orientation course on Teaching Skills, national refresher course/workshop on Research Methodology for Social Scientists. Four faculty members have been accorded to the status of Research Guides of different Universities inside and outside Kerala.

As a follow up to the first accreditation comments the college took the following steps

Guideship:- Four of the faculty members are accorded to the status of research guides.

Research: Twelve faculties were awarded with Ph D degree and one of the faculties is awarded with the postdoctoral degree. All the other faculties are pursuing their research

Criterion IV:

Infrastructure and Learning Resources

4.1 Physical Facilities

- 1. Does the institution have the physical infrastructure as per NCTE norms? If yes, specify the facilities and the amount invested for developing the infrastructure. Enclose the master plan of the building.**

The physical infrastructure is in accordance with the NCTE norms. The proposed expansion of the college building has taken place in the current academic year, after which several infrastructural changes have been made to the B.Ed and MEd section.

The B.Ed section has now been allocated exclusive use of the main two buildings..MEd section has now shifted to the new building. The library is located on the second floor of the second building. Facilities like various laboratories like subject lab , psychology lab , science lab, Educational Technology lab , computer lab , college website with teacher resources, centralized power generator, smart classrooms, campus with wify networking, Work experience lab , Language lab , common rooms, recreational room are available. Three Water coolers have been installed.

The master plan is enclosed as appendix.

- 2. How does the institution plan to meet the need for augmenting the infrastructure to keep pace with the academic growth?**

Construction and expansion on the existing college building began in 2011.This expansion has led to the creation of several classrooms, as well as augmentation of the existing infrastructure to cope with the space constraint. The computer laboratory has also been upgraded, each classroom is converted as smart class for the use of the teacher educators

in teaching-learning process as well as the student teachers during presentations and class seminars.

An audio visual cum seminar hall is also in the first floor of the first building . The library has now covers an area of 2000 sq ft.

The college has plans to enhance its website and provide each student teacher with a unique login id, through which they can access the learning material that the teacher educators provide on the website and in the near future .

3. List the infrastructure facilities available for co-curricular activities and extracurricular activities including games and sports.

The student teachers avail of facilities such as Carom board, Chess board , table tennis , volley ball , cricket and badminton. Multimedia facilities like Echo unit, Karaoke systems, Public Addressing System and Microphones, curtains, an open stage with greenroom, podium is available to view educational and recreational programmes. The college has a separate sports ground for outdoor sports. An annual sports day is conducted every year wherein the student teachers exhibit their ability in track and field events. Various cultural activities such as the celebration of festivals, national holidays and birth anniversaries of personalities are celebrated with pomp. The student teachers are involved in these activities right from the conception to the execution. These activities take place in the multipurpose room. On every Thursday there is cultural activities for the student teachers.

4. Give details on the physical infrastructure shared with other programmes of the institution Or other institutions of the parent society or university.

The institution believes in optimum utilization of its recourses. The B.Ed and M.Ed sections hares its infrastructure with the model school. The shared infrastructural facilities

are classrooms, laboratories, library, the staffroom, stage, seminar hall, wifi, internet, multimedia facilities, smart rooms, drinking water cooler, power generator. Our model school NSSKPT school utilizes our stage, seminar hall and general hall for school youthfestival ,District and Sub district festivals and other community – club programmes. Our college is always selected as the main venue of conducting the training programmes for various elections and also the strong room for keeping the election materials .In census training programme also, the college is a centre. Our institution is a centre for Centralized Valuation Camp for the evaluation of B.Ed Examination in University of Calicut and also the centre for supplying marklist to other colleges and also provides facilities for curriculum preparation meeting in the parent university.

5. Give details on the facilities available with the institution to ensure the health and hygiene of the staff and students (rest rooms for women, wash room facilities for men and women, canteen, health center, etc.)

Common rooms are available for the male and female student-teachers. Separate Washrooms are available for the male as well as female student-teachers. The institution has a on call doctor who attends to any emergency requirements and is associated with Taluk Head Quarters Hospital Ottapalam.. The college keeps a first aid box to meet immediate medical needs of the students. Regular medical check-ups are conducted. Round the clock cleaning of the premises is done to maintain hygiene.

6. Is there any hostel facility for students? If yes, give details on capacity, no of rooms, occupancy details, recreational facilities including sports and games, health and hygiene facilities, etc.

There is hostel facility for female student teachers. There are 15 rooms, recreational facilities like cultural programmes, sports events like caroms, chess and batminton. There

is also regular cleaning programme for maintaining hygiene. Health checkups are also there. There is also a vegetable garden in the premise of the hostel.

4.2 Maintenance of Infrastructure

1. What is the budget allocation and utilization in the last five years for the maintenance of the following? Give justification for the allocation and unspent balance if any.

- Building
- Laboratories
- Furniture
- Equipments
- Computers

The budget allocation and utilization in the last five years are mentioned underleaf:

Fund for the building is provided by NSS management, therefore contribution to building maintenance is paid by the management.

- Building -Rs-3500000
- Laboratories Rs-500000
- Furniture Rs-500000
- Equipments Rs-2500000
- Computers Rs-3500000

2. How does the institution plan and ensure that the available infrastructure is optimally utilized?

The institution has a well planned schedule as a result there is optimum utilization of available resources without disruption to any activity. The institution also shares the science laboratory, stage, hall and ground with the school. The institution is utilized for conducting the PSC and other public exams, B.Ed and MEd University examinations etc. The institution lends its premises to conduct Govt exams and also is a polling centre during elections. Premises are also used for census programme , various programmes of Govt, departments, programmes of municipality, community programmes of nearby school etc.

3. How does the institution consider the environmental issues associated with the infrastructure?

All rooms when not in use are kept under lock and key to reduce electricity consumption. Each room is well ventilated, requiring little lights to be used. None of the trees in the campus have been cut/ uprooted during the process of new construction. Also in keeping with the concern of maintaining the quality of the environment, Nature club has been set up. The club conduct ecofriendly consumption of Electricity, Water and Paper which helps in bring out a qualitative and quantitative improvement in the use of resources such as electricity, water and use of paper. Our main theme has been on environment, water conservation, waste management and plastic free campus and all our activities revolved around this theme.

4.3 LIBRARY AS LEARNING RESOURCE

4.3.1. Does the institution have a qualified librarian and sufficient technical staff to support the library (materials collection and media / computer Services)?

Yes, the institution has a qualified librarian for handling Undergraduate and post graduate section and two library assistants are available to support the library.

4.3.2. What are the library resources available to the staff and students?

(No of books-volumes and titles, journals- national and international, magazines, audio visual teaching- learning resources, software, internet access etc.)

The institution has a spacious digitalized library with ample seating arrangement. A separate reading room is maintained adjacent to the library. The office of the librarian is inside the main library. There is a storeroom aside the reading room for keeping outdated books and daily. The library timing is from 9.00 am to 5.00 pm on all working days. A separate hour in each week is meant for each optional for the convenience of teacher trainees. The library is well furnished and ventilated to provide a conducive environment for reference and learning. The library also provides facilities such as Photostat and inflibnet. Library automation has been completed.

No. of Books – 13,930

Journals - International -1, National-31

Magazines - 3 types

Newspaper - 3 types (2 in regional language and 1 in English)

Internet Access - Wifi is available in library.

Peculiarities of the library:-

All books are classified & displayed in various sections Koha

Each student is given a unique ID card Students can borrow only 2 books at a time for a period of 14 days Faculty can borrow 10 books for a period of 14 days Books of the reference section will not be issued Readers will be responsible for any damage caused to the book If a book is damaged or lost by anyone he/she is responsible to replace it or pay three times the cost of the book including postage. Members are not allowed to sub-lend the books. Late return will be penalized All books must be returned to the library 3 days before the close of each term. All books that are taken for Onam and Christmas holidays must be returned on the date of re-opening. The library is freely accessible (on request) to staff and students of other institutions. The new arrivals are displayed in the display stand which is kept in the library. Decimal Classification (DC) is used in our library. Membership is extended to all teaching and non-teaching staff.

- Photocopier and Printer are available in the library.
- To help the poor students financially, a poor aid box (“Help your friend”) is kept in the library.
- A grievance box is kept in the library, for the redressal of grievances of the students.

As per the comment of previous NAAC visit report we keep a register for faculties to enter their timing in library..Separate registers are kept for staff and students in the library

4.3.3. Does the institution have in place, a mechanism to systematically review the various library resources for adequate access, relevance, etc. and to make acquisition decisions? If yes give details including the composition and functioning of library committee.

Yes, the institution has a library advisory committee to systematically review the various library resources for adequate access, relevance, etc. and to make acquisition decisions.

The composition of library committee: 2013-14

Name	Designation
Dr. K. Rajagopalan	Associate Professor
Dr. Ampili Aravind	Associate Professor
Dr. Anil Kumar K.P.	Assistant Professor
Sri. Sunil Kumar A.S.	Assistant Professor
Sri. Suresh Kumar K.	Assistant Professor

Functions of Library Committee

- Purchasing of new books
- Forwarding proposals for renovation
- Collection of material resources
- Access, use and security of library materials
- Annual Stock verification
- Preparing Annual Budget
- Forwarding correspondence
- Reviewing the working of the committee
- Availing new trends in library management
- Incorporating new technology in the library
- Utilization of grants and other facilities
- Adopting measures for motivating staff and students for strengthening reading habit

4.3.4 Is your library computerized? If yes give details.

Yes. The library is computerized with Koha, Gate way entry register, and photocopying facilities. The library books are Decimal classified and by using inflibnet – software books are computerised. student identity card is used for gate way entry.

4.3.5. Does the institution library have computer, internet and reprographic facilities? If yes give details on the access to the staff and students and the frequency of use.

Yes, the library has computer, internet and reprographic facilities. There is a computer with Laser Printer B/W and Xerox machine. An active Wi-Fi internet connection is also available in college library. Library is easily accessible to the staff at any working hours and the trainees can access books any working hours. The library provides reprographic services to staff and students.

Frequency of Use:- All the staff and the students make use of the computer, internet and reprographic facility of the library.

4.3.6. Does the institution make use of inflib Net/Delnet/IUC facilities? If yes, give details.

The institution's library makes use of koha which enables the trainees to have a global network of libraries. Inlibnet facilities is also available in our library.

4.3.7. Give details on the working days of the library? (Days the library is open in an academic year, hours the library remains open per day etc)

The library is kept open on all working days from 9.00 a.m.to 5.00 p.m.(7 hrs) Library is open during all calendar days except holidays. Even on public holidays the library is open on request.

4.3.8. How do the staff and students come to know of the new arrivals?

The new arrivals are displayed in the display stand which is kept in the library and reading room.

The list of new arrivals are displayed in the Notice board and the staff room and uploaded to site also.

4.3.9 Does the institution's library have a book bank? If yes how is the book bank facility utilized by the student ?

Yes we have Book bank facility in our college.

4.3.10. What are the special facilities offered by the library to the visually and physically challenged person?

There is free mobility for physically challenged trainees to all sections of the library. Certain books in Braille script are available in the library. The physically handicapped students are provided books in the classroom itself on request.

4.4 ICT as learning Resource

1. Give details of ICT facilities available in the institution (Computer lab, hardware, software, internet connectivity, access, audio visual, other media and materials) and how the institutions ensures the optimum use of the facility.

The institution has a fully equipped computer laboratory , which has trained staff to meet the ICT needs of the institution and the student teachers as well. The institution is also provided with campus wify, printers, scanner, interactive white board and mic.

Hardware facilities:

- Generator Fixed -1
- Generator Portable -1
- Inverters -2
- Personal Computers- 100
- Server -2
- Speakers -16
- Laser printers 8
- DeskJet printer -10
- C D ROM-15
- CD writer- 20
- Scanner- 4
- Mic with head phone- 10

Software:

- Computer with Micro soft e-licencing for windows 8 professional
- MS-Office, Pagemaker, photoshop, M.S Paint, TUPI
- Tex, Latex, Kdenlive, Gimp, G Compris, Audacity, K Star, PSPP, Geogebra
- Java, Advanced Java
- SPSS evaluation version (trial)
- UBUNDU

In addition to the computer room facilities, the institution has the following;

- There are 9 Smart Class Rooms
- 5 Laptops for the teacher-educators
- Five LCD projectors ; which is used during practice teaching lessons and other outdoor and extention activities.
- 9 Handicam
- 3 old tape
- Tape recorder 3
- Computer facility for faculty in their room.
- Internet facility is available in the campus through Wi-Fi system 24x7 on all machines. It covers Principals office, Staff Room ,All classrooms and Library.

The College provides training in ICT to teacher educators of our college, student teachers and teachers of other training colleges in collaboration with NCTE .Training is given in preparing power point presentations and the use of Microsoft Excel and surfing the internet to get vast pool of information. The students are trained in the basic uses of the MS-Office package such as PowerPoint, Word and Excel as these are used as per the syllabus during their simulated lessons, practice teaching and also for data analysis of their Action research. The MEd students are also trained in SPSS package for data analysis (using trial version) of their research work.OHP ,taperecorder ,Multimedia television, educational CD's , Slide projector, Film Projector, 7 Handicam are also available in the institution.

2. Is there a provision in the curriculum for imparting computer skills to all students? If yes give details on the major skills included

Yes, each student teachers have to prepare two ICT based lessons under Computer assisted instruction as specified by the syllabus of B.Ed. The student teachers learn to use the powerpoint as well as they are instructed in the use of graphics – such as videos, music in

their presentation. Special emphasis is put on the use of custom animation to make their presentations interactive and appealing. The student teachers have to create Blog, html-web page, and e- mail id. They have to prepare presentation in open office org and have an online submission of assignments. ICT is also taught through Paper III.

3. How and to what extent does the institution incorporate and make use of the new technologies/ICT in curriculum transactional processes?

All classrooms are equipped with computers, projectors which are used by the teacher educators as well as student teachers during the lectures on a daily basis, workshops and seminar presentations. OHP presentations made by the student teachers are used to give lessons in schools during internship program. Admissions, internal assessment and all other correspondence is done through computer applications. Micro teaching by student teachers are recorded using handcam, Extra information for various topics is procured through internet. The college has a website to disseminate knowledge. The institution provides provision for students to construct blogs of their own. The institution is provided with fb account, twitter, whatsapp, group community of college to interact with students.

4. What are major areas and initiatives for which student teachers use /adopt technology in practice teaching? (Developing lessons plans, classroom transactions, evaluation, preparation of teaching aids)

The major areas in which the student teachers use technology in practice teaching are;

- In the preparation of lesson plans: the student teachers are encouraged to refer educational websites for reference in terms of the content as well as in the use of innovations that they may come across like edubundu, it@school in schools.

- Classroom transaction: Student teachers use the power point which they prepare as part of their Computer Assisted Instruction package and give at least two lesson using this technique. Student teachers also use OHP for their lessons.
- Preparation of additional information to be used in lessons: Student teachers download information from the computer using internet facility.
- Teaching aids in the form of pictures, etc are downloaded from the internet.

4.5 Other Facilities

- 1. How is the instructional infrastructure optimally used? Does the institution share its facilities with others for e.g.: serve as information technology resource in education to the institution (beyond the program), to other institutions and to the community.**

Yes. The creative lessons and lesson plans of the student-teachers are video recorded. These are then digitalized and made available to feed back session to all students. On special occasions when a need arises our technology loaded classrooms are used by other institutions.

The website of the institution consists of many educational resources constructed/compiled by students and faculty. These materials are shared to other Teacher Education institutions.

- 2. What are the various audio-visual facilities/materials (CDs, audio and video cassettes and other materials related to the program) available with the institution? How are the student teachers encouraged to optimally use them for learning including practice teaching?**

The various audio-visual materials available with the institution are;

- Teaching Aids

- Charts
- Maps
- Tape-recorders/ CD player
- OHP+ Transparencies
- Educational CD's, Audio, Video Cassettes
- Puppets
- Power point presentations.
- Still and Working models
- Handicam
- Still camera
- LCD, DLP Projectors
- Slide Projectors
- 16 mm film Projector
- T V
- LCD- TV.-

The student-teachers make optimum utilization of the audio-visual materials during Micro Teaching ,simulated and practice teaching lessons.

3. What are the various general and methods Laboratories available with the institution? How does the institution enhance the facilities and ensure maintenance of the equipment and other facilities?

The various general and methods laboratories available with the institution are as mentioned below:

- Methods lab Yes

- | | |
|--|-----|
| • Psychology lab | Yes |
| • Science Lab(s) | Yes |
| • Educational Technology lab | Yes |
| • Computer lab | Yes |
| • Language Lab | Yes |
| • Workshop for preparing teaching aids | Yes |
| • Fitness Centre | Yes |
| • Health Club | Yes |

Qualified staff has been appointed to maintain the science laboratory as well as the computer laboratory. Budgetary allocation is also made for enhancing the equipments required for each of the facilities.

4. Give details on the facilities like multipurpose hall, workshop, music and sports, transports etc. available with the institution.

The institution has a multipurpose room which is used for workshops, celebration of festivals, Seminars, music karaoke facilities and other college activities. The institution has a separate room for keeping Sports equipments and is used for the benefit of student teachers and teacher educators.

5. Are the classrooms equipped for the use of latest technologies for teaching? If yes, give details. If no, indicate the institution's future plans to modernize the classrooms.

Yes, each classroom is smart and equipped with an interactive white board, LCD projector, computer and mike system. A special podium has been customised to hold all the ICT connections . Each teacher educator has a computer/ desktop which is used with their tutorial groups for academic enrichment of students. Handicam/ video camera is

provided to record microteaching. Provision is being made to equip the classrooms with internet facilities, and enhance virtual learning.

4.6. Best Practices in Infrastructure and Learning Resources

1. How does the faculty seek to model and reflect on the best practice in the diversity of instruction, including the use of technology?

The teacher-educators seek to model the best practises, by video-recording all the demonstration lessons given by them. The technology provided in the form of laptops and LCD Projectors in the smart classrooms is made use of in the teaching learning process.

The automation of the library is completed. The different methodologies used in the teaching learning process helps reflect on the performances of the teacher-educators.

2. List innovative practices related to the use of ICT, which contributed to quality enhancement.

Use of ICT in instruction by the teacher educators has greatly reduced the dependence on the chalkboard as a teaching-learning tool. This has introduced the student teachers to the use of ICT- use of powerpoint in their regular day to day teaching process. Sharing of information has been facilitated - e.g, B.Ed. and M.Ed. guidance being provided through emails. Also the college has a website to disseminate notes/ presentation videos and for announcements.

3. What innovations/best practices in 'Infrastructure and Learning Resources' are in vogue or adopted/adapted by the institution?

The Best Practice adopted in the Learning Resources is the New Horizon- Video graphing of Creative Student Lessons.

Best Practice in Infrastructure and Learning Resources

1. Title of the Practice:

Focus – The Video graphing of Creativity of Student Teachers

2. The context:

This best practice called as “Focus” hopes to initiate a meaningful and fruitful creation of student teachers interest and creativity. This practice aimed to produce one or two short films every year. Production of films highly depend students’ involvement from script to shoot. All aspects of short film making except editing are done by student teachers only. Opportunities must be provided to student teachers to unfold their abilities and creativities. In this stand “focus” provides initiation to develop with student abilities.

3. Objectives :

The objectives of the study were:

To assort student interests in the field of film making

To promote educational ideas through the mode of video graphing

To create short films with student efforts

4. Practice

The “focus” is ever rolling. Every year, at the beginning of the course, student membership is invited to the “focus”. Any student who interested in any field of short film making can be a part of the program. at the middle of the course the scripts for making short films that should be up on the significance of educational issues are invited from

student side. After sorting and evaluating the scripts, one or two are being selected. A group of students, i.e a crew, for making the short film will be formed and under the supervision of the teacher in charge, the shooting will be conducted. Handy camera from the college technology lab and other facilities are made use of. The films are exhibited to the whole student teachers and selected schools.

5. Obstacles faced if any and strategies adopted to overcome them:

The major obstacle faced is the finance. Editing has to be done from the studio that provides the facilities. Shooting needs permission from different government offices. Scripts that need least expense is being selected. Shooting spots limit to easily located areas.

6. Impact:

This practice has allowed for better relations between the institution and the near-by school communities.

- The video films provide the institution with valuable feedback on the student-teachers performance.
- Student teachers avail opportunities to students to partake in all aspects of short film making.

7. Resources required:

All the resources of the institution are pooled to ensure student support and progression.

8. Feedback mechanism and future plans:

Future plans include the video graphing of teacher educator workshops, lectures, and seminar proceedings in order to build up a library of ICT based resources.

Additional Information to be provided by Institutions opting for Re-accreditation / Re-assessment

1. What were evaluative observations made under Infrastructure and Learning Resources in the previous assessment report and how have they been acted upon?

The relevant observations made under Infrastructure and Learning Resources in the previous assessment report areas follows;

- Limited space availability in the college

The limited space availability has been addressed with the improvement in the infrastructure, addition of classrooms, improvising on the technology. As a result the new block has been converted into the P.G block , the institution now has exclusive girls and boys common room.

2. What are the other quality sustenance and enhancement measures undertaken by the institution since the previous Assessment and Accreditation with regard to Infrastructure and Learning Resources?

ICT has become a regular feature of the teaching-learning process, wherein each lecturer has been provided with their own laptops. Each classroom is now equipped with interactive white board, a projector and a computer. The installation of a elevator is in the process. The expansion of the building has led to the creation of new classrooms which has decongested the building.

Criterion V

5.1. STUDENT PROGRESSION

5.1.1. How does the institution assess the students' preparedness for the programme and ensure that they receive appropriate academic and professional advice through the commencement of their professional education programme (students' pre-requisite knowledge and skill to advance) to completion?

The mechanism for assessing the preparedness of the students at the commencement of the programme:

The Principal's initial orientation: As a part of the admission procedure the principal conducts an orientation interview in which very detailed account of the course and the possibilities as well as the challenges are shared to the parents as well as the students. This interview session ensures the preparedness of the students. This develops motivation and mental readiness of the students to the course.

The Teachers' interview: Teachers who are the members of the admission committee while verifying the certificates interacts with the students and probes into the attitude of the aspirant to the teacher education course, the teaching aptitude and interest in the teaching career. The members of the admission committee are selected by the staff council well in advance of the admission procedure.

Induction programme: There is an Induction programme at the commencement of the course where:

- The students are introduced to the vision, mission and motto and ethos of the college.

- The students are made aware of the values of teaching profession, status and code of conduct of teachers, rules and regulations of the college.
- The objectives of the course and the various aspects of the curriculum are also introduced in this programme.
- The students are given orientation about the objectives of clubs, subject associations and various cells formed in the institution.
- Academic guidance regarding the theory and practical works is given in a detailed account for the successful completion of the course.
- A very detailed idea about the evaluation practices at the university level and college level is also given to the students.

Profile: A personal profile is collected from the students through which the past accomplishments, strengths and weaknesses of the teacher trainees are assessed by the faculty members.

Entry level pre-test: The entry behaviour of students of each optional subject is assessed through evaluating the processes included in the 1st modules of optional papers. This is being conducted before taking the classes on the module content.

Ice Breaking: The teachers introduce the campus and gives insight into various academic courses in the college. A vivid picture about the college and its functioning are provided through the documents prepared and presented by M.Ed. students of this college. The trainee are provided information about the various clubs functioning in the college, through the documents prepared and shown by M.Ed. students. The faculty members give an introductory talk with a powerpoint presentation and video presentation to the students.

This session gives a clear picture of programmes and prospects of the college, management and ethos.

Talents Day: Within one week of the commencement of the course a talents day is being organised to identify the multifaceted talents of the students. Various cultural and intellectual activities included in the programme helps to identify and nurture the personal qualities which will help the prospective teachers in their personal and professional life.

The mechanism to ensure the development of appropriate academic and professional enhancement:

The Principal's Role: Suggestions and solutions for personal and academic problems of students are given by the Principal in a friendly manner. Guidance and counselling are rendered whenever necessary.

The Faculties' Role: Every member of the teaching faculties is keen to help the students in need. Students are free to share their personal and academic problems during tutorial sessions with the concerned teachers. Necessary steps are taken to help the students overcome their problems.

The Clubs/Associations/Student Council Activities: There are six subject association, several objective based clubs and a student council which organised various activities for the scholastic and co-scholastic development of the students in various aspects.

Offering educational guidance: The Principal and the members of the staff always ready to offer help and assistance through the guidance and counselling cell of the college. This cell undertakes follow up supports also.

Formation through the assembly: The open air assembly is organized every Wednesday at the college. The assembly helps the formation of teacher personality in several ways:

Social activities: the students are encouraged to involve in socially useful activities so that they become socially sensitive.

Innovative approaches to learning: In order to avoid the monotony in the classroom, IT enabled strategies are used instead of traditional approaches. Other techniques like debate, seminar, brain storming, buzz session, group discussion are also being practised.

Awareness Development:- In the assembly the Principal gives instructions and a general awareness to the students on various aspects. The Principal appreciates the progresses, achievements and stresses the areas which are to be improved, gives advices leading to academic and professional excellence by keeping self discipline, time management etc. Students are motivated to do their responsibilities in a very effective manner. Birthday wishes for the students, important days, academic schedule for the succeeding works are announced in the assembly.

Leadership Development programmes:- The daily morning assembly is a platform for the students to develop leadership quality. Programmes include:

Prayer song – Acharyanusmaranam

Book review

The thought for the day -

The relevance of the day

Message by the Principal

The international

Pledge taking

The national news

The regional news

The campus news

National anthem

5.1.2. How does the institution ensure that the campus environment promotes motivation, satisfaction, and development and performance improvement of the students?

Motivation, satisfaction, and development and performance improvement of the students are ensured in the campus through various means:

- The management support
- The Principal's roles
- The faculty members' role
- The invited Resource persons' role
- Prizes and awards
- Formative and summative Evaluation
- Continuous and comprehensive Evaluation
- Personality development programmes
- Performance improvement programmes

- Tutorial system
- Remedial teaching programmes
- Best student award
- Best library user award

A detailed account of the above:

The Management Support: The management immensely supports for academic enhancement. The management also ensures all the facilities for students' optimal development. The management also provides academic support in the form of language lab, library, subject labs, computer labs etc. for the students. All the classes are supplemented with interactive white board for enabling technology mediated learning.

The Principal's Leadership Roles: The Principal plays a vital role in motivating the students. The interaction style of the Principal motivates the students to make the best out of them. The principal handles each class of the institution and in this way provides the greatest motivation to the students. This in turn helps the Principal to know each and every student personality and this provides an opportunity to rectify personal, academic and adjustment/emotional problems of the students.

The Faculty members' Role: The faculty plays a vital role in encouraging the students to perform in an optimal way. Teachers maintain a good rapport with the students and thereby a free interaction occurs in the classroom. The teachers adopt innovative practices in teaching by means of e-learning.

The Invited Guests' Role: The union activities, the club activities and the subject association activities are planned in such a manner that plenty of luminaries in the society are invited to the campus to interact with the students. Those people who would encourage the students for a balanced living and value oriented life are invited to the college. The eminent invited personalities enhances the students to leads a successful life in both academic and personal matters.

Awards and Endowments: A wide variety of awards and endowments are offered by the institution to encourage the students to excel in academic performance. There are proficiency prizes, endowment awards and special financial aid to economically weaker students.

Continuous and Comprehensive Evaluation: (The evaluation in the college is continuous and comprehensive. Even the minor initiatives are taken into account in the evaluation part. All the practical works and performance and teaching strategies adopted and even the attendance of the candidate is taken into account in the process of evaluation. The periodical tests help the students to be vigilant all the time. Model examinations are also conducted at the end of each semester.)

The continuous and comprehensive evaluation in both scholastic and non-scholastic area, are followed by the college. The seminars, projects, assignments, practical works and weightage to attendance are taken into account in the process of evaluation. Class tests are conducted periodically for getting immediate feedback and remedial coaching. At the end of each semester model examinations are also conducted.

Integral Personality Development Programmes:- The institution provides an effective and congenial environment to the prospective teachers for the effective learning and overall development. The emphasize is given to the academic, physical, social, moral, cultural and spiritual aspects of personality. This results in the actualization of the four pillars of education: learning to learn, learning to do, learning to be and learning to live together. Student council, associations and objective oriented clubs organise various multifaceted programmes. Other than these the college ensures the potential of campus environment through the programmes like tutorial system ,remedial teaching programme, career counselling, anti ragging awareness, best student award, best library user award, social welfare service(poor aid fund) and grievance redressel cell .

PERFORMANCE IMPROVEMENT PROGRAMMES:

- ***Improvement of teaching skills:*** Micro teaching sessions and link practices nurture each teaching skill in union and in combination. Perfect models of teaching are provided through Demonstration classes. Critical analysis of the classes of peers during criticism sessions help in self evaluation and improvement in teaching.
- ***Improvement of teacher behaviour:*** Frequent observation sessions during practice Teaching provide proper feedback and guidance to improve teacher behaviour.
- ***Improvement in theoretical achievement:*** Other than diverse intellectual instructional programmes, resources from library, internet and experts are availed to deepen the content knowledge of the students. Remedial teaching sessions are provided to under achievers whenever necessary. Various programmes are incorporated to enhance and sharper pedagogical skills which in turn create attitudinal changes in different domains.
- ***Improvement of the practical works:*** Orientation is given to trainees on the preparation and use charts, models, e-learning materials, graphic aids etc. Students

are encouraged to design and use different learning aids during practice sessions inside and outside the classrooms.

5.1.3. Give gender-wise drop-out rate after admission in the last five years and list possible reasons for the drop out. Describe (if any) the mechanism adopted by the institution for controlling the drop out?

DROP-OUTS IN THE LAST FIVE YEARS (out of 150 students)

B.Ed.	INTAKE	EXAM ATTEMPTED	DROPOUTS
YEAR			
2009-2010	300	289	11
2010-2011	300	292	8
2011-2012	300	283	17
2012-2013	300	--	--

M.Ed	INTAKE	DROPOUTS	
YEAR		Male	Female
2009-2010	25	0	0
2010-2011	25	0	0
2011-2012	25	0	0
2012-2013	25	0	0

THE REASONS FOR DROP-OUTS

The main reasons for the incidence of drop-out are

- Pregnancy and health problems
- Getting permanent job in sectors like Bank, Railway and State and Central Government service.
- To pursue higher education in other areas like M.Phil., Ph.D. etc.
- Instances of accidental death

MECHANISM FOR CONTROLLING THE INCIDENCE OF DROP-OUT

Dropouts coming under the above mentioned reasons cannot be controlled by the institutions. Readmission to the courses is provided to the students who wish to rejoin.

5.1.4. What additional services are provided to students for enabling them to compete for the jobs and progress to higher education? How many students appeared/qualified in SLET, NET, Central/State services through competitive examination in the last two years?

TO COMPETE FOR JOBS

In order to compete for the jobs following types of assistance are offered in the college.

They are:

Enhancement of Intellectual input:-

- Quality teacher training
- Special coaching for NET examination
- Career coaching
- Career talks
- Visits by professionals
- Visit to service sector centres
- Incorporating community resources
- Remedial coaching for filling knowledge gaps.

Life skill training:- For the actualisation of the four pillars of education learning to learn, learning to do, learning to be and learning to live together, life skills have prominent role. As a part of our B.Ed. curriculum community living camp is one of the inevitable practical. The institution organises 3 days camp per year, so that the student teachers get ample opportunity to deal effectively the demands and challenges of everyday life.

Community based cleaning programmes, construction of check dam in 'NILA', are some of the programmes to develop life skills. Life skill training is given to develop abilities for adaptive and positive behaviour which help the trainees to deal effectively with the demands and challenges of everyday life.

Vocational Guidance services:- Effective students are directed by the teachers to the nearby by students after their course vacancies arise and whenever the school authorities enquiry for teachers.

Communication training Programme Communicative English classes were conducted for those who are interested to develop their communication skills.

FOR THE PROGRESS OF HIGHER EDUCATION

Invited talks by several educationalists and eminent personalities inspire the students in their achievements. They are provided opportunities to attend some conferences conducted by the local bodies outside the college. M.Ed. students are provided opportunities to attend educational seminars and paper presentation competitions conducted by other colleges and universities The students are provided to attend the open defences in Calicut and M.G. Universities.

Many seminars are being conducted in various subject classes in the college and students are assessed in these seminars by peers and teachers.

Career guidance:-The career guidance cell of the college directs the students in their higher education. The best institution, job opportunities, availability of scholarships etc., are intimated to the students who are interested in higher studies. Career guidance cell

provides the students special coaching in SET, NET, and TET competitions. These coaching classes are conducted by both inhouse and invited experts.

Competitive Examination	No. of Students Qualified in	
	2012-2013	2013-2014
NET	20	22
SLET/ SET	40	46
KPSC/ UPSC/	24	16
Banking Service	8	12
K- TET	18	22

STUDENTS QUALIFIED IN SET, NET, CENTRAL/STATE SERVICES

5.1.5. What percentage of students on an average goes for further studies/ chooses teaching as a career? Give details for the last three years?

Most the our student teachers choose teaching as their job and are working in various government/aided/ unaided/ public schools and colleges on regular/ temporary / guest/ contract basis. 25 per cent of our student teachers go for higher studies such as post graduation, M.Ed., M.Phil. and Research for Ph.d.

Year	PG	M.Phil.	Research	Teaching career	Other career
2010-2011	7	8	20	60	15
2011-2012	11	3	19	60	7
2012-2013	10	3	20	62	5

Note: Almost 90% of the students are doing B.Ed. immediately after the graduation are go for PG course after the completion of B.Ed.

5.1.6. Does the institution provide training and access to library and other education related electronic information, audio- video resources, computer hardware

and software related and other resources available to the student teacher after graduating from the institution? If 'yes', give details on the same.

Yes. The institution provides access to library and other education related electronic information, audio- video resources, computer hardware and software related and other resources to the teachers after graduating from the institution.

Computer and internet facilities:- The alumni members of the college can access the computer lab for higher studies and research. The alumni executive members frequently visit the college and use the computer lab for electronic communication among members.

Educational CDs:- The power point presentations prepared by the faculty members are also shared with the old students to improve their teaching in the respective schools. Whatever prepared by them are accepted by the faculties for their classroom teaching.

Teaching aids:- The teaching aids and models kept in the college are shared with the old students who use them for teaching purpose in their schools.

Study material:- The model lesson plans on different approaches and models of teachings are shared with the old students to improve the quality of teaching.

Social networking:- The expertise of the faculty members are continuously shared with the old students through social networking.

Guidance and counselling:- Personal and professional guidance are offered to the old students as and when they need it.

5.1.7. Does the institution provide placement services? If yes, give details on the services provided for the last two years and the number of students who have benefited.

Yes, the placement cell of college is very active. It provides support to the trainees those who seeks employment at different schools. The student data is collected and filed. The placement cell provides information regarding candidates on enquiry from nearby schools. The selected candidates are communicated over telephone and e-mail. Placement opportunities are provided to M.Ed. students to get teaching job in unaided training college all over the state.

No. of Students who benefited through the Placement Cell

Year	No. of Students benefited
2011-2012	40(B.Ed.) 15(M.E.d.)
2012-2013	48(B.Ed.) 17(M.Ed.)

5.1.8. What are the difficulties (if any) faced by placement cell? How does the institution overcome these difficulties?

The following are some of the challenges that the placement cell faces and strategies adopted to overcome:

Difficulty Faced

Most of the schools in the surrounding are Aided and Government schools. They have their own procedure for posting teachers. Several applicants are there for a single post.

The schools demand the command of English language and some students who join the course do not have the communicative competency.

Usually the vacancy will be in aided and English Medium schools they require preparing in English and in the ICT based teaching. The functioning of placement cell is informal then formal, because the demands from schools are informed to teachers who have personal connection with school heads.

Strategy Adopted to Overcome

In order to develop the ICT skills of the student teachers there is ICT club in the college. The club offers an ICT course which gives hands on training of computers.

College has started Communication English classes and insisted the students to take classes with ICT based teaching learning activities as far as possible. The informal assistance by teachers is filed with the cell as far possible.

5.1.9. Does the institution have arrangements with practice teaching schools for placement of the student teachers?

Yes. The institution has arrangements with practice teaching schools for placement of the student teachers but the number is limited. The large number of schools where practice teaching is done Government and aided schools, which cannot absorb the candidates on their own.

5.1.10. What are the resources (financial, human and ICT) provided by the institution to the placement cell?

Human resource mobilization:- The Faculty member in charge of the placement cell identify the vacancies and inform the students about the vacancy and asks them to attend

the interview on time. The college maintain a support with the school managements and heads of the schools and keeps a list of students who are getting admission.

Financial and ICT support: The College provides financial support to the placement cell to gather information and maintain the records. Communication is done through ICT facility. (telephone, e-mail, social network, what's app. community, Facebook)

5.2 . STUDENT SUPPORT

5.2.1. How are the curricular (teaching- learning processes), co-curricular and extracurricular programmes planned, (developing academic calendar, communication across the institution, feedback) evaluated and revised to achieve the objectives and effective implementation of the curriculum?

PLANNING OF CURRICULAR, CO-CURRICULAR AND EXTRA CURRICULAR PROGRAMMES

As per the University Norms:- The university of Calicut prescribes the curriculum and syllabus for the B.Ed. and M.Ed. courses. College follows the curriculum and syllabus along with the Academic Calendar prepared by the University.

Planning by the staff council:- Before the commencement of the academic year a staff council meets every year. On the basis of the feed back by the last batch and elaborative discussion the council chalk out a programme of action (Year Plan) and time table. These programmes with dates will be finalised after the discussion with the optional teachers and the academic calendar for the college will be prepared. This calendar will be distributed to the new trainees. Principal and Senior Staff members jointly ensure these programmes in action.

Planning by the students union : The Students Union is elected every year democratically giving due representation from six optional subjects and M.Ed. batch. One of the staff members will be elected as staff adviser and he/she will guide the union activities. The general celebrations like Onam, Christmas, and day observations are conducting in the college are organised by the council units in help of teachers.

Subject-wise planning:- Every optional teacher plans the activities of the optional class on the very outset of the academic year, conducts a discussion with the students and finalizes the course of action.

Optional association planning:- Each optional class plans the activities of the association after conducting a detailed discussion in the class.

Planning of the club activities:- Each club has seven executive members, monitored by a co-ordinating teacher. The executive committee is democratically selected giving representation to each optional class. A president and a secretary are selected from among the seven executive committee members. The co-ordinator in charge and the executive committee members conduct a discussion at the commencement of the academic year and action plan is charted out for the year.

DISSEMINATION OF THE ACTION PLAN

College calendar:- The college calendar is effectively used as a tool to disseminate the action plan. It gives the day to day activities. A detailed picture of the B.Ed. and M.Ed. courses including the syllabus, basic requirements, scheme of examination etc. are also given in the calendar.

Assembly:- An assembly is organized every wednesday. In this assembly the Principal gives awareness about the activities that would commence in the near future.

Notices:- There are situations where the students need to be informed about the programmes of the college. The principal gives short notices briefing the coming events, in addition to the message given in the thought for the day programme and assembly..

Notice Boards: The college has three general notice boards and six departmental boards. The notice boards are used to display the future course of action.

EVALUATION

The following are the methods of collecting feedback:

- Periodic evaluation of the course by the students
- Annual evaluation of the staff performance by the students
- A suggestion box is kept in the parlor where the students can give their suggestions
- PTA Meeting is an occasion for collecting feed back
- The faculty's personal interaction with the students is another technique for collecting feedback from the students.
- Principal interacts with students in personal and groups and conveys this feedback to teachers.

ANALYSIS AND REVISION

The collected feedback is analysed by the Principal and the faculty. In light of this discussion required changes and decisions are taken for effective implementation of academic activities.

5.2.2. How is the curricular planning done differently for physically challenged students?

Effective curricular planning is conducted for helping the physically challenged students to fulfill the responsibilities of the training programme such as:

- ☀ Individual attention by the optional teacher.
- ☀ Providing tape records.
- ☀ Provision for recording the class.
- ☀ The peer tutoring and inclusive learning experience.
- ☀ Braille notes for the methodology course in the institution.
- ☀ Alternate arrangements for the completion of practical records.
- ☀ Scribe is provided for public examination.
- ☀ Extension of time for public examination.

5.2.3. Does the institution have mentoring arrangements? If yes, how is it organised?

Yes, the institution has mentoring arrangements to cater to the diverse needs of the learner.

Mentoring occurs in the following settings:

Faculty-Faculty:- The academic discussion between the faculty members help them to introduce to new teaching learning experiences on their classes and new trends in educational innovations and research. For every optional groups Study groups are formed and with the help of family members slow learners are helped by them.

5.2.4 What are the various provisions in the institution, which support and enhance the effectiveness of the faculty in teaching and mentoring of students?

In addition to state of the art infrastructure facilities and technical support the following are the mechanisms which support and enhance the effectiveness of the faculty in teaching and mentoring of students:

Encouragement in faculty development programme

- The institution encourages faculty in participating in various seminars, workshops and refresher courses to update their knowledge and paper presentations.
- The institution encourages the faculty members to undertake major and minor research projects, FIP leading to Ph.D. and post doctoral researches.

Creative administrative system with decentralization of power:

The administrative system of the college is very effective in utilizing the human resources input. The fund from the UGC is effectively utilized for improving the quality of the institution. Each member of the faculty is assigned with the responsibility of clubs, associations, cells etc. The Principal and the management maintain the performance of the assigned duties.

Staff recreation: The institution has various facilities for staff recreation like Pink room and Gymnasium.

Other recreations like Yoga and Aerobics are also conducted by the college. Teachers are also participating along with students.

5.2.5. Does the institution have its website? If yes, what is the information posted on the site and how often is it updated?

Yes, the college has its website - www.nssce.org. The following information has been posted on the website.

- | | |
|--------------|----------------------------|
| • History | • Image gallery of various |
| • Management | functions |
| • Mission | • Contact details |

- ✿ Vision
- ✿ Goals
- ✿ Objectives
- ✿ Courses offered
- ✿ Infrastructure facilities
- ✿ Details of faculty
- ✿ Laboratories and libraries
- ✿ Note on different subjects
- ✿ Links to various educational websites
- ✿ Anti ragging cells
- ✿ Details of various clubs and activities
- ✿ Mandatory Disclosure
- ✿ IQAC Documents
- ✿ NAAC Report
- ✿ Newsletter
- ✿ Former Principals
- ✿ PTA
- ✿ Results
- ✿ Academic Toppers

The college website is updated periodically.

5.2.6. Does the institution have a remedial programme for academically low achievers? If yes, give details.

Yes, the institution provides remedial programmes for academically low achievers.

Master remedial programme: By observation, formative and periodic evaluation identifies the low achievers. Based on the analysis remedial programmes measures are taken in order to equip them for examinations. Among these measures peer teaching in the study groups are important.

Subject-wise shepherding: Each optional teacher collects detailed Bio-Data and studies about the students' strengths and weakness. This helps the teacher to give individual attention to helps them to attain their maximum.

TUTORIAL

Every teacher has assigned 12 students as their tutorial

- ▶ Development of Social skills
- ▶ Guidance
- ▶ Solving adjustment problems
- ▶ Inculcation of teacher values

Peer based remediation: There is a programme, called *each one teach one*. The advanced learners become proctors in helping the target group. The focus is on:

- Academic remediation
- Practice teaching orientation
- Group based teaching
- Proctor system(supervised system)

5.2.7. What specific teaching strategies are adopted for teaching Advanced learners and (b) Slow Learners

For advanced learners the following opportunities are provided to satisfy their needs and to boost their morale

Opportunity for seminar presentation

Peer Team leaders for study groups

Opportunities to be a leader to organize various programmes.

Team Leaders for learning Activities

Appointing as leaders of various clubs and given the charges of organising various programmes.

Opportunity to organize exhibition/ workshops/ field trips etc.

Opportunity to lead team teaching

For slow learners the following opportunities are created to help them fulfill the responsibilities of the course and to satisfy their requirements:

- ▶ Confidence building by teacher educators
- ▶ Scaffolding by student teachers.
- ▶ Providing individual attention
- ▶ Re-teaching of the tough topics by peer groups
- ▶ Computer assisted learning
- ▶ Special orientation for preparing criticism classes and discussion lessons.
- ▶ Micro teaching to improve skills
- ▶ Participation in discussion seminar
- ▶ Spoken English course for improving command of English language
- ▶ Computer literacy through ICT course
- ▶ Participation in clubs and association activities
- ▶ Ensuring participation in exhibition/ workshops/ field trips etc.
- ▶ Involvement in team teaching programme

.5.2.8. What are the various guidance and counselling services available to the students? Give details.

The institution has a guidance and counselling cell. All faculty members give guidance and counselling when and where required, apart from tutorial sessions.

At the time of admission:- At the time of the interview the Principal gives vocational counselling giving an insight into the B.Ed. and M.Ed. courses, the requirements, the challenges and the career possibilities.

Counselling by faculty members:- All the teaching faculty members offer academic, personal, social and vocational guidance periodically for the successful completion of the

course. When the students face adjustment problems individual guidance and counselling is offered.

Whenever necessary parents are called on and teachers discuss the problems of their words and give guidance.

5.2.9 What is the grievance redressal mechanism adopted by the institution for students? What are the major grievances redressed in last two years?

A suggestion box is provided to collect grievances from the students. Students can put their grievances in written form and in every two weeks the box will be opened and the Principal with two senior teachers will take necessary steps to reduce their problems.

If any problem needs immediate attention and action, the student can directly acknowledge the same to optional subject teacher or any other teacher they prefer.

The major grievances redressed in last two years:

Teachers Changing into ICT oriented interactive boards, Installed a central generator to ensure continuous power supply.

1. Grievances regarding power supply: The students demanded uninterrupted power supply. Round the clock power supply has ensured by installing generator.
2. Complaint regarding toilet facility for girls: since the number of female students are increased to 95% by the total strength, girls demanded for more toilet facility. A toilet block has established.
3. Complaint regarding internet access facility: PG students demand for internet access facility has redressed by providing wi-fi facility and assured net facility in capsule computer lab and library.

Library – Purchased more books for personality development and competitive examination books for each optional subjects.

- ▶ Provision of more computers
- ▶ Provision for greater internet usage Power backup in the computer lab Provision for purified water supply

5.2.10 How is the progress of the candidates at different stages of programs monitored and advised?

The curriculum is transacted in such a way that the students develop cognitive, affective, psycho-motor and creative domains. The following are monitoring and advising procedures.

- Supervision and discussion with teachers and students by the Principal
- Daily classroom observation by the teachers
- Class test and seminars
- Assignments and practicum
- Model examinations
- Quiz and discussions
- Preparation of Power point presentation
- Participation in co-curricular activities
- Discussions to monitor their confidence level
- Leadership qualities are assessed and suggestions are given

5.2.11. How does the institution ensure the students' competency to begin practice teaching (Pre-practice preparation details) and what is the follow-up support in the field (practice teaching) provided to the students during practice teaching in schools?

PRE-PRACTICE PREPARATION

General theoretical overview: In the general theoretical overview the students are provided opportunity to understand the philosophical, sociological, psychological and technological theories of learning. In this part of the preparatory work the following aspects are emphasized.

Methodological theory: The various methods and approaches are introduced to the students and conduct discussions on their experience.

Pedagogical theory: The various pedagogical aspects of the content, specific approaches and learning input that suit the content are also discussed in accordance with the text books prevailed.

Lesson planning theory: The theory of lesson planning is given to the students in detail. In order to train the student teachers to develop a teacher personality and the competency to begin teaching there are awareness development programmes. The training are given to develop discussion, micro teaching, link practice and criticism lessons. The practice of micro teaching, link teaching and criticism lessons equip the students for actual practice teaching. Micro teaching sessions are recorded and show the students after their class.

Discussion lesson plan: At this stage five sample lesson plans are discussed in the class by small groups of students in first semester.

Preparation of lesson plans : The next stage is the preparation of the lesson plans where the subject teacher goes through the lesson plans prepared by each student individually and gives suggestions to modify and prepare a better one.

Demonstration lesson plans: The students are given chances to observe five demonstration classes by subject teacher, experienced teachers and expert alumni members.

Microteaching sessions: Theory on microteaching is organized and demonstration is observed by the students. After which the students practice two selected skills.

Link practice: All students are provided to demonstrate a link practice of their practiced skills.

Criticism classes: Eleven students take criticism classes which are subjected to critical evaluation by the supervising teacher and whole group of optional students to help the student teachers understand the pitfalls and the probable strategies for improving the performance.

PRACTICE TEACHING AND FOLLOW-UP SUPPORT IN THE FIELD

Meet of Heads of the Schools:- All the students are directed to visit the schools and meet with their mentor teacher and collect the time table and syllabus one week before the commencement of Teaching Practice

Orientation:- The Principal and teacher educators give proper directions and guidance before the commencement of the practice teaching.

Practice teaching:- The students are supposed to take thirty classes of the practice teaching.

Monitoring & Supervision:- The smooth and effective functioning of the practice teaching is ensured by the regular visits of the Principal and the teacher educators. During

the visit, teacher educators meet the heads of the schools, concerned subject teachers for getting feedback of classes taken by student teachers. Arrangements are made to observe the classes either by the teacher educators or by the subject teachers of the school. There are provisions for peer observation to observe the classes daily and is documented in the daily diary. Teacher educators and school subject teachers provide feedback on their teaching and is documented. The optional teacher gives proper guidance to each student to improve their performance after the observation of each class.

Reflection:- After the completion of practice teaching, leaders have to submit attendance register and the sealed evaluation proforma send by the schools to the Principal. A reflection session on the experiences -during practice teaching takes place on the first working day in the college auditorium. In the optional class each and every trainee reflects their experiences.

5.3 STUDENT ACTIVITIES

5.3.1 Does the institution have an Alumni Association? If yes, a. List the current office bearers

b. Give the year of the last election

c. List alumni association activities of last two years.

d. Give details of the top ten alumni occupying prominent position.

e. Give details on the contribution of alumni to the growth and development of the institution.

Yes, the institution has an alumni association.

a. Current Office Bearers are –

Dr, V,P, Joshith	Staff co-ordinator
Sreejith M.K.	Executive member
Rathi K.N. ”	
Dr. K.S. Sajan	”
Fasil M.A. ”	
Mahesh V.M.	”

b. Year of last election

No election is held as the office bearers are unanimously elected.

c. The activities of alumni association for the last two years:

- Celebration of ALUMNI day on February Saturday every year
- Honouring great achievers in the field of education
- Guruvandanam to honour great teachers
- Award for securing highest marks in University Examination (B.Ed.) from each optional subjects.
- Award for M.Ed. rank holders
- Donating books, Photocopier, water cooler to college.
- Farewell to retiring staff and presentation of memento
- Cultural programmes

d. Top ten alumni occupying prominent position

1. Smt. KA. Thulasi (Member, Kerala State Women’s Commission)
2. Sri. Mundur Krishnankutty (Prominent short story writer in Malayalam, actor and retired high school teacher)
3. Sree Ramakrishnan, (Ex. MLA & State President, DYFI)

4. Sri. Mannur Rajakumaranunni M.P. (Renowned film play back singer, musician and Retired Principal, Govt. T.T.I., Palakkad)
5. Sri. Sadanam Harikumar (Director, Gandhi Sevasadan, Kathakali Academy, Science Teacher, TTI, Pthiripala)
6. Sri. Njeralath Hari Govindan (Renowned Artist in the temple art Sopana Sangeetham)
7. Sri. E. Rajan Master (Former Karayogam Registrar of Nair Service Society)
8. Sri. Santhosh Kesav (Renowned play back singer and Television Artist)
9. Sri. Santhosh Echikanam (Malayalam short story writer, Award winner)
10. Sri Narayanan Kutty (Editor, Malayala Manorama Daily)
11. Sri. Hari Govindan (Sub Editor, Mathrubhumi Daily)
12. Dr. M. Rema (Principal, Training College, Nilamboor)

5.3.2. How does the institution encourage students to participate in extracurricular activities including sports and games? Give details on the achievements of students during the last two years.

The institution has a competent student council, twelve objective oriented clubs, and six associations to encourage the student teachers to participate in extra - curricular activities which help them to work as efficient teachers in future.

The college union, clubs and Associations are coordinated by Teacher educators under the supervision of the Principal.

The following are the activities to motivate the students.

By providing opportunities:-

- Encouraging organizing and participating in various activities through student council / college union.
- To participate in various club activities
- Training through the subject associations
- Provisions to display students' aptitude, skills and abilities
- Provisions for six associations to exhibit their talents through Talent Hunt programme
- Organizing and participating in the arts fest and literary fest conducted by the university
- Organizing and participating in the Sports fest
- Encourages to participate in ALUMNI day
- Participating in inter-collegiate competition
- Participating in inter-collegiate Youth festival
- Participating in inter – University Sports Meet

By providing appropriate infrastructure facilities:

- A well equipped auditorium to conduct programmes
- Multipurpose halls to practice programmes
- Technical support
- A spacious play ground to conduct sports meet
- The institution has basket ball court, shuttle court, and equipments for indoor games.

5.3.3. How does the institution involve and encourage students to publish materials like catalogues, wall magazines, college magazine, and other material. List the major publications/ materials brought out by the students during the previous academic session.

The institution has a Publication wing to co-ordinate the following publication activities.

- Publishing of student initiated study materials

- A magazine committee is constituted by the college union to publish the college magazine.
- All students are encouraged to contribute their creative and artistic works in the magazine
- Each association is encouraged to release their Manuscript magazines. The best magazine is awarded.
- The institution encourage to publish New letters
- Students are encouraged to publish wall magazine and posters.

The following infrastructure facilities are provided by the institution to encourage students in publication

- Providing computers for DTP work
- Providing internet facility to collect data
- Providing xerox machines
- Providing multipurpose Printers

Major publications/materials during the previous academic session.

- Manuscript magazines
- College magazine
- Booklets
- College calendar
- Catalogues
- One volume of 'To be with nature'
- Study materials

5.3.4. Does the institution have a student council or any similar body? Give details on – constitution, major activities and funding

Yes, the institution has a student council.

As per Lyndoh committee report, the election is conducted in parliamentary mode. The student council (college union) is formulated as per the norms of University of Calicut. The constitution of college union is according to the University directions in a democratic manner. The student council consists of 14 members. The principal is the ex officio of the college union. One of the faculty members is assigned the duty of staff advisor who guides the College Union in its various activities. The College Union comprises of chairman, vice-chairperson, general secretary, arts club secretary, sports club secretary, magazine editor, university union counsellor and two lady representatives and class representatives from each optional class.

MAJOR ACTIVITIES

The following activities are organized by the college union. The chairman presides over the meeting in all the occasions.

- Academic programmes like seminars, workshops and debates
- Inter collegiate quiz
- Inter collegiate college magazine competition
- Arts fest
- Sports Meet
- Personality development programmes
- Life skill training programme
- Yoga training programme
- Celebration of National days like Independence Day, Gandhi Jayanthy, teacher's day etc.
- Celebration of cultural fest like Onam, Christmas, Deepavali etc
- Organizing fairs and food fest
- Publication of college magazine
- Social visits
- Organizing tours/ field trips

- College day celebrations
- Coordinating the activities of all clubs and associations

Special fee collected from the students at the time of admission (Association fee, Sports fee, Excursion fee, Magazine fee) is utilized for college union activities, publication of the college magazine, organizing sports activities and organizing one day tour. Fund collected from community resources is utilized for the publication of college magazine.

5.3.5. Give details of the various bodies and their activities (academic and administrative), which have student representation on it.

The institution has various bodies that have representation of students for academic, co-curricular and administrative levels. The vision of the college itself declares the active participation of the student community in all the areas of the teacher training programme.

The following are the bodies that have student representation and their activities:

ADMINISTRATIVE/ ACADEMIC BODY	ACTIVITIES
Student council	Arts Festival, Sports Meet, Debate, Quiz etc.
Grievance redressal	Suggestion Box, Guardian Angel interaction etc.
Sexual harassment prevention cell	Consentisation Rally, Placard Display etc.
Publication	Journals/ Books by students etc.
Documentation	Photography and Video recording of events etc.
Remedial Teaching	Remedial Instruction as part of practice teaching etc.
Anti-Ragging	Mime/ Skit on stage as part of club periods etc.
Mobile censoring	Periodic oral instruction in classes etc.
Purchasing committee	Arrangement of Files and Records for students etc.
Alumni association	Annual Alumni Meet, Tour and Social Service activities/ Charity etc.

Discipline committee	Time Management, Neatness checking , discipline
	ensuring etc.
Laboratory committee	Up- gradation of Lab facility/ Daily Maintenance

5.3.6. Does the institution have a mechanism to seek and use data and feedback from its graduates and from employers to improve the preparation of the programme and the growth and development of the institution?

Yes, the institution has a mechanism to seek and use data and feedback from its graduates and from employer to improve the preparation of the programme and the growth and development of the institution.

The institution has adopted well oriented mechanism for collecting feedback and exchange of information with regard to the curricular and co-curricular aspects of the programme being run in the institution.

For getting feedback on curriculum following practices are adopted:

Feedback from the graduates:- The institution has tried its best to cater to the needs of the students, society and nation through best practices in curricular, academic and non academic and social sectors.

Student – teachers’ views and suggestions on the curriculum are collected for making necessary modifications and improvement in the curriculum transaction. For this purpose, the institution uses two tools – (1) Inviting student– teachers’ feedback on proforma, through which student – teachers rate the complete course and the curriculum of the various subjects. (2) The suggestion box available for the students to offer their suggestion about the requirements and academic needs. Feedback obtained from the students after completion of the course is used for further improvement in implementation of the

curriculum and bring into the notice of the board of studies for the further modification of the curriculum.

Feedback from Employers:- Informal and oral feedback is obtained periodically. The feedbacks received from various employers so far are highly encouraging. The feedback is that the teachers are very confident in coordinating programmes both academic and administrative areas.

5.4 BEST PRACTICES IN STUDENT SUPPORT AND PROGRESSION

5.4.1 Give details of institutional best practices in Student Support and Progression?

Best practices in Student Support and Progression are:

- Remedial coaching
- Individualized attention/ Guardian angel system
- Guidance and Counselling(Personal and carrier) Tutorial setup
- Communication and Oratory Course
- ICT Orientation programme
- Internet- UGC Net- work resource centre
- Opportunity through Social Net working
- Supporting the Visually and physically handicapped
- ICT resources back up
- Yoga / Aerobics Training programme
- Financial support by the Institution
- Financial support by the Faculty
- Human Resource Empowerment Diary

Additional Information to be provided by Institutions opting for Re- accreditation / Reassessment

- 1. What were the evaluative observations made under Student Support and Progression in the previous assessment report and how have they been acted upon?**

SUGGESTIONS BY THE NAAC PEER TEAM

To strengthen guidance and counselling cell:- The institution took meaningful measures to strengthen the already existing guidance and counselling cell of the college. The special financial support provided by UGC to improve the guidance cell is in the process of utilization.

To provide Proforma for the evaluation of practice teaching programme by the heads of the practice teaching schools other than the subject teachers:- The college has been providing proforma to the heads of the institutions since the first accreditation as per the suggestions given by the NAAC peer team .

- 2. What are the other quality sustenance and enhancement measures undertaken by the institution since the previous Assessment and Accreditation with regard to Student Support and Progression?**

New initiatives for quality sustenance and enhancement undertaken by the college since the first accreditation with regard to student support and progression are:

- Mind power enhancement programmes
- Research orientation and practice through M Ed
- Enriched retreat
- Enriched Assembly
- Separate Mic system for small gatherings
- Womens' cell

- Advanced multimedia presentation facilities like Smart board
- Participation of students in leadership camps by University union
- Optional level enriched personality development programmes
- Participation of students in life skill workshops
- Participation of students in Spoken English workshops
- Class internal periodicals
- Participation in National and International seminars and workshops
- Enable the student teachers to present paper in National and International seminar.
- Inspiring students to publish paper in reputed journals.
- Online Math lab
- M- learning and E-learning

Criterion VI : Governance and Leadership

6.1 Institutional Vision and Leadership

1. What is the institution's stated purpose, vision, mission and values? How are they made known to the various stakeholders?

Our Vision and Mission Statements convey clearly and concisely the direction of the institution. They strongly communicate its goals to realize an attractive and inspiring common vision of the future.

Our **vision** is:

“Professional Excellence through Empowering Transformation.”

The **mission** of the institution is:

“To create intellectually alert, professionally competent, morally upright, emotionally integrated, spiritually enlightened, physically sound, socially conscious and committed teachers.”

The values of the institution are the following:

- Inculcating Values of democracy
- Developing tolerance, simplicity, truth and non-violence
- Promoting Use of Technology
- Environmental sensitivity and responsibility
- Humaneness in all dealings
- Contributing to National Development
- Fostering Global Competencies among students

The stakeholders of the institution are the student-teachers, the practice teaching schools, the community, and the society at large. It is therefore essential for the institution to transfer its mission, vision and values to the stake holders.

This is accomplished through the following ways:

- The mission, vision statements and the values are mentioned in the prospectus of the College, the syllabus book and the web-site of the institution.
- The Principal during the Induction ceremony of the B.Ed. programme in the beginning of each academic year instills in the minds of the prospective teacher-trainees about the vision, mission, values and objectives of the institution.
- These mission, vision and objectives are displayed on the notice board of the Principal's office, the staffroom, classrooms and the library.
- Various functions organized in the college like club activities, community living camp, cultural programmes, association programmes are in tune with the mission, vision and objectives of the institution.
- The Honorable Secretary of the Nair Service Society and the Education Secretary of NSS Colleges' Central Committee shares the vision, mission and values in meetings with the student teachers in various functions and educational visits organized by the institution.
- Teacher educators through curricular and co-curricular activities reinforce and accomplish the mission, vision and values of the institution.

2. Does the mission include the institution's goals and objectives in terms of addressing the needs of the society, the students it seeks to serve, the school sector, education institution's traditions and value orientations?

Yes, the mission includes the institution's overall aims and objectives in terms of addressing the needs of the society, the students it seeks to serve, the school sector, education institution's traditions, value orientations and modern life expectations.

The mission statement of the institution is "To create intellectually alert, professionally competent, morally upright, emotionally integrated, spiritually enlightened, physically sound, socially conscious and committed teachers." This mission statement of the institution is further spelled out in the form of objectives through which it endeavors to achieve its mission. The objectives of the institution are as follows:

- ▶ To prepare student-teachers to bring in quality in all their endeavors.
- ▶ To inspire individual, social, emotional and intellectual competence.
- ▶ To create an awareness among student-teachers about regional, national and global issues.
- ▶ To provide opportunities to interact with experts in the field of education.
- ▶ To develop networking skills with their contemporaries.
- ▶ To cultivate organizational skills through team work, collaborations and co-operation.
- ▶ To train the student-teachers in imparting and evaluating learning experiences.
- ▶ To inspire the student-teachers to meet the challenges of dynamic society.
- ▶ To provide supportive skills in dealing with academic and personal problems of learners.
- ▶ To nurture the thirst for knowledge and skills in the latest innovations and technologies in education.
- ▶ To inculcate research skills to find solutions to classroom problems.
- ▶ To sensitize the student-teachers towards the threatening environmental issues.
- ▶ To direct the student teachers to full fill their role as nation builders.
- ▶ To enable student teachers for developing an intellectual and socially committed future generation.

The above mentioned objectives of the institution specifically highlight the needs of the society in terms of empowering student teachers to tackle the classroom problems effectively following the right and scientific methodology through constant research, sensitizing student-teachers with the national, global and environmental issues and inculcating an attitude towards undertaking initiatives to solve them in productive ways. Student teachers and teacher educators always get involved in different community services like giving free tuition to the poor and weak students, donating blood, helping the people at the old age home, service at different orphanages and the like. The institution has also provided services that include teaching in regular classrooms and providing educational resources to neighboring schools and colleges.

The objectives clearly indicate the necessity to support the student teachers in the best possible manner by inculcating individual, social, emotional and intellectual competencies through various programs and workshops. The institution aims at training student teachers in imparting and evaluating learning experiences through its practice teaching program, the pedagogical analysis, the year-planning, unit-planning, lesson planning and question paper setting and other co-curricular activities like SUPW, community living camp and extension activities

The institution fosters in the minds of the student teachers self-dependency and self-efficacy in learning by adopting teaching methods such as peer tutoring, co-operative learning, seminars, self-study, supervised study and e-learning strategies. The institution also provides the student teachers an opportunity to collaborate with experts in the field of education by organizing talks and seminars on current educational topics. Moreover the institution also helps to equip student-teachers to use the latest technology in teaching-learning.

The school sector and the society at large gain benefits by fulfilling the aforesaid objectives, as we disperse quality teachers with excellence into the public. Most of the student-teachers secure jobs even before completing the course and by exhibiting their teaching skills in the practice teaching schools. The institution feels proud to find many of its students in several service sectors other than education too.

3. Enumerate the top management's commitment, leadership role and involvement for effective and efficient transaction of teaching and learning processes (functioning and composition of various committees and board of management, BOG, etc.)

The activities of the institution are continuously monitored by the authorities of the management. NSS Colleges' central committee reviews all activities and for this a report has to be submitted by the Principal. Management takes initiatives to appoint teaching and non-teaching staff whenever necessary. The management provides financial assistance for developing infrastructural facilities and governs all academic and non-academic activities. Monitoring is also done to ensure whether the institution is imparting high quality professional education integrated with the changing trends and values. Major administrative and relevant academic decisions are taken by the principal in consultation with the management. The local union of the management also constantly interacts with the institution for rendering valuable help in the academic and administrative activities. Our Principal personally interacts with the students sharing the views and plans with them. The college organizes several programmes for the benefit of the student-teachers and any member of the organization is free to approach the principal for addressing any grievances and help. Through exemplary and eminent leadership, supervision and administration, the institution has excelled in its performance. To increase the efficiency and ensure quality, various committees have been constituted to probe into the details of things to be done in time and with quality.

4. How does the management and head of the institution ensure that responsibilities are defined and communicated to the staff of the institution?

The management has entrusted the Principal with the task of leading the institution to soar heights. The Principal is given the freedom to take decisions regarding the smooth conduct of various programs. However the management is kept informed about the programs and progress of the institution. The principal ensures that responsibilities are defined properly and communicated to the staff of the institution in the following means:

- i. The principal organizes meetings with the staff on a regular basis. Planning for the next academic year is done through staff meetings held in the preceding year and major portfolios and persons responsible for handling the duties are decided well in advance.
- ii. The respective names of the teacher-educators handling the portfolios are recorded in the minutes-book.
- iii. The Principal clearly describes expectations from the subordinates and deadlines are set for each and every task.
- iv. Activities to be conducted in each portfolio such as Scholastic and Co-scholastic activities, Practice Teaching, Internal and External Examinations, Extension Work, Community Services, Field Trips and Excursion are discussed in the staff meetings.
- v. Staff meeting is held in every month to discuss and review the work in various portfolios. Any problem faced by the teachers handling the portfolio and other matters are shared and ideas are brainstormed to find solutions.
- vi. At the end of the academic year tasks accomplished and work done in various portfolios are analyzed. Members of the staff are asked for sharing the efficiency with which a portfolio was carried out and suggestions/ criticisms are welcomed to improve the practice.
- vii. The management provides the resources and finances needed to accomplish various tasks.
- viii. The funds from the UGC, PTA and Alumni are utilized for various beneficial activities.

5. How does the management/head of the institution ensure that valid information (from feedback and personal contacts etc.) is available for the management to review the activities of the institution?

The institution encourages a continuous feedback system to obtain critical information for utilizing it in a constructive way to improve upon its practices and endeavors. The feedback is collected through feedback forms at the end of the year from student teachers, practice teaching schools, alumni, parents and teacher educators. The

data collected through these reflections are analyzed and a detailed report is made based on the different aspects prescribed in the forms. This is then discussed with the management and staff committee in informal meetings. Casual talks with the student teachers also reveal the efficiency of the activities executed by the institution.

6. How does the institution identify and address the barriers (if any) in achieving the vision/mission and goals?

The Principal with the constant support of the management and staff endeavors to identify the barriers encountered by its beneficiaries, which facilitate and guide to reduce difficulties to the minimum and increase the efficiency to achieve the mission and vision of the institution. All activities are pre-planned and are entrusted to each teacher educator with the responsibility of executing the task effectively and efficiently. For this purpose various sub- committees are formed with a convener and two or three members. Review meetings are arranged immediately after every activity. The feedback obtained through these meetings is communicated to the concerned teacher educators involved in the respective portfolio to find out solutions to the pitfalls identified (if any) during the execution of the activities. The tutorial session provides ample opportunities to enquire into the shortcomings and other personal requirements and demands of the students.

7. How does the management encourage and support involvement of the staff for improvement of the effectiveness and efficiency of the institutional processes?

As no institution can work smoothly without the support and co-operation of the people working there, the Principal ,the teacher educators, non-teaching staff and the support staff put in their level best to see that the institution functions efficiently. The effectiveness and efficiency of the institutional processes are always encouraged by the management in a variety of ways:

- All the teacher educators are involved in the different activities organized by the institution viz; admission procedure, purchase of infrastructural items, quality management and maintenance, inspection of different facilities.
- Portfolios assigned to each teacher-educator are interchanged every academic year.
- The institution encourages teacher educators to attend seminars, workshops, refresher courses, training programs and present papers at regional, national and international levels.
- The management supports its staff by funding the various projects, seminars, workshops undertaken by the teacher-educators.
- The institution encourages the teacher educators to study further and also to complete their doctoral degrees.
- The institution honors all the personnel who have attained Ph.D. with mementoes.
- Good work done is appreciated by the Principal in the staff meetings. The management also acknowledges the work and support given by every individual member of the staff.
- The office staff and the support staff are given recognition by felicitating them in the formal gatherings for their achievements.
- Eminent teachers are honored at the Teacher's Day function.

8. Describe the leadership role of the head of the institution in governance and management of the curriculum, administration, allocation and utilization of resources for the preparation of students.

The success of an organization depends on how effectively the head of the organization has lead and guided the organization. The institution has risen to greater heights under the able and humane leadership and guidance of the Principal. The principal constantly seeks support and encouragement from the Management. The entire scholastic as well as co-scholastic activities are governed by the Principal. Some of the adopted strategies for facilitating the course are follows:

- The Principal makes decisions regarding the academic requirements in concurrence with the rules and regulations stipulated by the University and the Board of Studies.
- Decisions are made regarding major portfolios to be handled by the teacher-educators.
- Specific targets are set for various portfolios and *tasks on time* and *time on task with precision* is the philosophy adopted by the Principal.
- To monitor the progress of work done in each portfolio, meetings are held with all the teacher educators. Opportunities are given to share problems faced by the teacher educators in executing tasks assigned. The problems are discussed and solutions are sought through brainstorming sessions.
- The principal encourages and co-ordinates all the activities of the teaching and non-teaching staff.
- The principal maintains a good relationship with the PTA, Alumni, Heads of the practice teaching schools, sister institutions, other colleges and community.
- The principal always takes necessary attention to follow the rules and regulations put forwarded by the university and the higher education department.
- Total freedom is given to approach the Principal when the teacher-educator is faced with any problems with respect to the execution of the portfolios.
- The respective teacher educators in-charge plan activities and discuss it with the Principal to bring about suitable changes (if any) regarding the portfolio. Implementation of the plan takes place only after getting the consent of the Principal in consultation with the respective authorities.
- The Principal acts as a link between the teacher educators and the management. Any financial help, sharing of infrastructure and other aid from the management is sought through the Principal.
- The encouraging attitude and progressive mindedness of the Principal has helped not only the institution but also the teacher educators and student teachers to evolve better in their particular fields.
- The humane and understanding approach of the principal as well as her strategic plans makes it easy to perform various portfolios effectively.

6.2 Organizational Arrangements

1. **List the different committees constituted by the institution for management of different institutional activities? Give details of the meetings held and the decisions made, regarding academic management, finance, infrastructure, faculty, research, extension and linkages and examinations during the last year.**

The different activities scheduled to function according to the aims and objectives are co-ordinated by the following committees:

College Development Council: A College Development Council is constituted under the Chairmanship of the Principal including members from teaching and non-teaching staff. One of the major functions of the CDC is to give necessary suggestions to improve the infrastructural facilities of the college and to monitor the realization of these suggestions. A new building has been constructed in addition to the available facilities. Modern equipments like smart board with LCD facilities have been installed in every classroom.

Staff Council: The Teaching and Non-teaching Staff of the College meets every month to discuss the different issues regarding the procedures of the college. A Staff Secretary is appointed every year to conduct staff meetings regularly and to address issues of staff and is presided by the Principal.

Student Council: The Student Council members meet every month under the leadership of the Staff Advisor to discuss the various forthcoming activities, the hurdles faced (if any) in carrying out the various activities.

Tutorial System: Each teacher educator is assigned with a group of about 14 student teachers to constitute the tutorial group. Meetings are conducted on a regular basis in co-ordination with the learning needs of the student teachers with respect to notes, records, and resources. Continuous monitoring of the grades scored by the student teachers are discussed along with their respective personal problems that need special guidance and counseling.

Library Committee: The committee keeps a check on the number of library hours completed by student teachers in consultation with the library staff. The committee

ensures the subscription of dailies, periodicals, journals, and reference materials. As per student teachers and teacher educators requirements provision for additional books are also made.

Fine Arts Club: The Fine Arts committee organizes and assists student teachers for the smooth conduct of all cultural related activities in the college, as it helps to develop the talents of student teachers. The requirements for the programme are met with respect to costumes, props, staff support, financial aid etc.

Literary Club: The Literary Club Committee conducts a regular interaction to meet the diverse needs of the students which includes development of the vernacular medium, communication skills, celebration of days of linguistic importance, organizing skills, literary competitions, seminars and elocutions.

Nature Club: The Nature club is always geared to address the burning issues of the environment faced by us. Various talks, workshops, field trips, exhibitions, poster competitions, slogan writing competitions are organized to spread environmental awareness.

Extension Club: The extension club renders its extended services to the welfare of the society by participating in socially useful activities, visiting orphanages, giving remedial instructions at school level and helping poor students by supplying uniforms and learning materials.

Women's Cell: The Women's Cell organizes frequent meetings. All the female teaching and non-teaching staff and female students are members of the women's cell. An executive committee is formed every year for the smooth conduct of the cell.

Film Club: The Film Club organizes meetings to exhibit film shows and discussions and classes on making short films. Also it supports to develop short films of educational importance by students.

Grievance Redressal Forum: The grievance redressal committee addresses the difficulty faced by the student teachers' during the course. A counseling session is held to provide support for students with academic, personal and social hurdles.

Excursion Committee: Excursions and study tours are conducted every year to places of interest in and out of the state.

PTA Committee: PTA convenes its meeting at the opening day and at regular intervals to discuss related issues of students and to present developmental requirements of the college.

Alumni Association Committee: The Alumni Association Committee takes initiative to call for meetings of the association, informs the members about important activities of the college, briefs them about developmental initiatives of the college, maintains accounts, gives endowments for students, and takes decisions on infrastructural requirements and purchases thereupon.

Publication Committee: The Publication Committee meets periodically with respect to the College Magazine, issuing letters, collecting advertisement, printing of calendar and syllabus books and publication of articles are some of the few activities that the club shoulders.

Purchase committee: The purchase committee is functioning in this college for the smooth and transparent purchasing of various goods and articles. This committee issues notifications and invites tenders as per the stock purchase rules and regulations of Government of Kerala.

Sports club: The intra mural and extramural competitions are conducting every year with the support of sports committee. The indoor activities, yoga classes, aerobic classes and health club activities are also conducted for maintaining physical fitness of the students.

These different committees support for the effective management of various institutional activities. The committees set their objectives, plan relevant activities and organize meetings for their efficient functioning.

2. Give the organizational structure and the details of the academic and administrative bodies of the institution.

Every organization has an organizational hierarchy with which it functions. The organizational structure of this institution starts with the General Secretary of Nair Service Society (NSS), Secretary, NSS Colleges' Central Committee, the administrative staff of the management, the Principal, teaching staff and administrative staff. Apart from this we also have various committees formed for the smooth functioning of the scholastic and co-scholastic activities. The committee members consist of teacher educators, student teachers and the administrative staff.

3. To what extent is the administration decentralized? Give the structure and details of its functioning.

The Principal executes total democratic leadership style and believes that none of us is as smart as all of us together. Though total decentralization and freedom is given to the principal and all the teacher educators to take decisions for the smooth conduct of various activities of the institution yet, the institution looks forward for constant support from the management.

4. How does the institution collaborate with other sections/departments and school personnel to improve and plan the quality of educational provisions?

An institution has to maintain good relationships with the community to which it intends to serve. Our institution works in co-ordination and co-operation with several other institutions. Some of them are as follows:

- The institution's goal is to prepare efficient teachers for the society. It seeks help from the schools to provide a ground for the student teachers to practice and develop their teaching skills. Permissions are obtained from the practice teaching schools before the commencement of the academic year.
- The institution is in constant touch with the University of Calicut for being an affiliated college under them. Admissions are done according to the rules stipulated by the university. The teacher educators are granted approval by the university. The institution conducts the university examinations by functioning as a centre for the B.Ed. and M.Ed. examinations. Teacher educators are deputed for setting question papers, as examiners and moderators, besides the institution sends the teacher educators for the refresher courses, seminars and workshops conducted by the University.
- The institution collaborates with the different Departments of Education, in Kerala. The teacher educators update their qualifications pursuing different courses such as Ph. D. offered by the departments as well as from other universities in India.

Teacher-educators attend conferences, workshops and seminars conducted by various departments of education and other organizations like Council of Teacher Education, Kerala Gandhi Smarak Nidhi, higher Education Council, SCERT, DIET, etc.

- The institution undertakes Extension work through different activities offered by the Extension Cell, thereby sensitizing student teachers about various social issues. Different organizations are invited to deliver special lectures for the extension work on topics like HIV-AIDS awareness, Anti Dowry Movement, legal awareness, blood donation, environmental awareness, etc.
- The institution co-operates with the other B.Ed. institutions by deputing teacher educators to attend seminars conducted by them. It also invites teacher educators from other institution in the programs conducted by our institution.

5. Does the institution use the various data and information obtained from the feedback in decision-making and performance improvement? If yes, give details.

Yes. The institution collects feedback from students, parents, alumni, and teacher educators for finding the strengths and drawbacks of the institution. With the feedback obtained from the various feedback forms the information is collected regularly and shared with teacher educators and the management. The Principal and the management take necessary action to improve its functioning.

6. What are the institution's initiatives in promoting co-operation, sharing of knowledge, innovations and empowerment of the faculty? (Skill sharing across departments' creating/providing conducive environment)

Our institution is well known for its quality education provided in the teacher education scenario and this cannot be achieved unless all the teacher educators work in co-operation with each other. The following are the ways adopted to ensure unison of work:

- Portfolios are shared by two or three teacher educators so that there are enough hands and ideas to work on.

- If an activity has a host of responsibilities then all the teacher educators are involved and entrusted with sharing of responsibilities so that there is judicious delegation of work.
- The staff enrichment programs are held to upgrade their knowledge and skills of the staff. These programs lead to healthy discussion and clarifications of ideas and thoughts. Teacher educators are encouraged for organizing seminars, workshops and sharing of knowledge and current trends in education. The institution provides the funds needed for these programmes.
- Teacher educators are allowed to attend various workshops, seminars, refresher courses, orientation programs needed for their professional development.
- The principal directs the teacher educators to use innovative techniques such as co-operative learning, e- learning, ICT enabled learning, etc.
- Personnel from other departments of the institution are invited to deliver lectures in the college to ensure expertise being used optimally. The computer staff, the professional counselor, and other prominent people are also invited to share their knowledge.
- Experts from other colleges are also invited to conduct workshops and seminars in the college.
- An attitude of co-operation and co-ordination is maintained among the staff of the college through the constant support, control and intervention of the principal and organizing staff tours annually.

6.3 Strategy Development and Deployment

1. Has the institution an MIS in place, to select, collect, align and integrate data and information on academic and administrative aspects of the institution?

Yes, the institution has an MIS in place, to select, collect, align and integrate data and information on academic and administrative aspects. Management Information System (MIS) is a subset of the overall internal controls of an institution covering the application of people, documents, technologies and procedures by management to solve organizational problems and to bring in automation. Practically every activity and work undertaken is documented in the following ways:

- The information about the institution, its mission and vision, the syllabus, the marks distribution and the details of the staff are mentioned in the website of the college.
- The accounts section has a computerized system to calculate the income and expenditure of the college including payroll of the staff, the expenditure on furniture and equipments, seminars and workshops, etc. the accounts are audited every year by chartered accountant.
- The college follows the SPARK software system for billing and disbursing salary.
- The admissions are carried out by coordinating through the LBS Centre of Technology through the Open Window system. Separate files are maintained for each student and all the documents related to it are filed properly. There are separate files for practice teaching, time-tables, extension work, alumni, examination, purchase, community work, personal files, etc.
- The automation process of the library and office of the institution was done and updated regularly.
- A record of formats for different documents such as examination mark sheets, seminar mark sheets, co-scholastic activities etc. are stored in the computer.
- Meetings of various committees are made known to the members through letters, SMS, phone calls and e-mails.

2. How does the institution allocate resources (human and financial) for accomplishment and sustaining the changes resulting from the action plans?

The institution employs proper human and financial resources to achieve its mission and objectives and thereby set a ground to attain the vision of the organization.

- The institution selects qualified teacher educators for the effective functioning of the college. The management board conducts interviews along with the Principal and government officials for selecting trained and efficient staff for the college.
- The management not only controls but also cares for every need of each employee which motivates them towards achieving the mission and vision of the institution.
- The management appoints guest lecturers and supporting staff whenever necessary.

- The management provides financial and technical support for the accomplishment and sustaining the changes resulting from the action plans.

3. How are the resources needed (human and financial) to support the implementation of the mission and goals, planned and obtained?

The mission of the college is: *“To create intellectually alert, professionally competent, morally upright, emotionally integrated, spiritually enlightened, physically sound, socially conscious and committed teachers.”* It requires strong leadership, selection of right team members, ensuring ongoing performance, and developing teachers for the future. Our institutional management provides strong support for human resource and finance.

- The mission of empowering student teachers with professional skills is achieved by conducting various scholastic and co-scholastic activities such as content delivery through modern methods of curriculum transaction, practice teaching, co-curricular activities, seminars, workshops, field works, community based programmes, examinations, extension work, awareness programmes, etc. The principal along with the portfolio-in-charge for various activities decide upon the human, material and financial requirements for conducting the activities in the portfolio. The management then releases funds very magnanimously for the various requirements of the college. The institution sponsors the educational visits by arranging transport, refreshments, accommodation, etc.
- Value-based transactions are provided by training student-teachers to deliver value based lessons incorporating core-elements in the different training sessions. Community Living Camp enables them to learn lessons to live together according to the pillars of education recommended by the Delors Commission (2010), serving the community through community and extension services.
- The students are prepared to tackle global issues through the regularly updated content in the curriculum, environmental and life centered activities, placement and training services and guidance and counseling services.
- The institution trains students to become professionally competent by conducting training to use computer, OHP, LCD and other audio-visual aids effectively. Workshops are conducted for the preparation of various modern teaching aids and

exhibitions are arranged for neighbouring schools. The institution provides ICT enabled classrooms for both B.Ed. and M.Ed. students and provides computer lab to practice ICT skills.

- The programmes like thought for the day, morning assembly and book review offers ample opportunities for student teachers to overcome stage fear and gain self-confidence by free and fluent self-expression.
- Observations of important days are done with traditional spirit and vigor.
- Physical and Health education classes provide students regular exercises and orientation to health awareness.
- Yoga and meditation classes provided in the institution inculcate spiritual enlightenment and emotional balance among students.
- Debates and discussions about social and environmental issues and visits to orphanages are conducted for developing desirable social conciseness among student teachers.

4. Describe the procedure of developing academic plan. How are the practice teaching school teachers, faculty and administrators involved in the planning process?

The academic calendar of the college is prepared by the Principal in coordination with all the teacher educators by following the academic calendar prepared by the University. Any limitations or drawbacks in the calendar are modified during the same academic year. It includes all curricular and co curricular activities in a very systematic manner so that tasks are executed smoothly throughout the year. The practice teaching session is scheduled in consultation with the heads of the practice teaching schools, faculty and administrative staff, without disturbing their curricular and co-curricular activities and vacations.

5. How are the objectives communicated and deployed at all levels to assure individual employee's contribution for institutional development?

To achieve the objectives of the organization it is very important to communicate and drill the objectives deep down into the minds of the people who will be instrumental in achieving them. The college communicates the objectives at all levels in the following ways:

- All scholastic and co-scholastic activities revolve around the vision, mission & objectives of the institution. Teacher educators try to implement them in an innovative manner so that students are able to understand the objectives very clearly and encourage them to inculcate these values and develop favourable attitude.
- In various formal meetings the principal and the teacher educators makes known the vision of the college and the organization.

6. How and with what frequency is the vision, mission and implementation plans monitored, evaluated and revised?

The vision and mission statements are used to express and communicate the institution's specific purpose and goals. The Principal keenly monitors whether the activities are being held according to the vision & mission of the college in the following ways:

- Before the commencement of the academic year several meetings are held by the principal along with the teacher educator to reinforce the mission and objectives of the college. The portfolios for the coming academic year were distributed among the staff by the principal.
- The required personnel, material and finance are released by the management whenever required. Staff meetings are held once in a month to provide an overview in each portfolio and to put forward the needs of the portfolio.

- Additional infrastructural, financial and human resources required are deployed by the management. Ideas are brainstormed in the staff meeting to solve the problems and thereby achieving the mission and objectives of the college.
- Tutorial group teachers constantly interact with the student teachers on a one to one basis, thereby giving substantial feedback about the program. Feedback and Grievance redressal mechanisms are also used to a great extent in continuous evaluation.

7. How does the institution plan and deploy the new technology?

The mission of the college itself states that we intend to prepare student-teachers for fitting into this challenging new millennium world. Unless the college is **clad** with techno-pedagogical innovations, it cannot train the students to face this demanding and challenging present world. It plans and deploys new initiatives in the following ways:

- The institution is well aware of and uses innovative teaching methods such as experiential learning, cooperative learning, models of teaching, seminars, workshops, supervised study, etc. The teacher-educators also train student-teachers to use these methods through seminars, workshops and simulated teaching.
- The student-teachers are trained to use the computer by providing them basic skills to use the computer through lectures and practical in the computer lab. The student-teachers are allowed to use the OHP and the LCD projector while doing seminar presentations. It enables the students to enter into world of e-learning and self-learning.
- Teacher educators adopt innovative methods and multimedia approach by using Interactive boards, LCD and DLP projector in the day to day lectures and activities in the institution.
- The classrooms are equipped with innovative technology. Each classroom has an LCD projector, a computer and whiteboard.
- The institution also provides open access library facility to students.
- The library and office of the institution are automated

6.4 Human Resource Management

1. How do you identify the faculty development needs and career progression of the staff?

The teacher-educators whose mission is to train future teachers should continuously develop and enhance their own professional skills. The institution identifies the need of each teacher-educator and works towards their career progression in the following ways:

- ✚ The institution sends teacher educators to attend seminars and workshops held by various colleges of education, universities and other institutions/organizations to equip them with current knowledge and to keep up with the trends in education.
- ✚ The institution deutes teacher educators for orientation and refresher courses.
- ✚ The institution organizes various seminars /workshops at state/national/international levels.
- ✚ The management gives permission to the teachers for pursuing their research under FIP, PDF, and on part-time basis.
- ✚ The Principal inspires teacher-educators to write and present papers on various topics at local, national and international level. They are also encouraged to write articles for various magazines and research publications.
- ✚ The institution encourages the teacher-educators to pursue higher education such as post-graduation in other disciplines and doctorate degree.
- ✚ Teacher-educators are encouraged to undertake short-term research projects on various topics and action research projects.
- ✚ The teacher educators are given training with the latest technology such as smart boards, digital cam and also the facility of using DLP and LCD in their daily classroom teaching.
- ✚ The management has made provision for all the teacher educators to avail the resources of the institution to upgrade their technical and professional skills.
- ✚ Portfolios are exchanged every year so that each teacher-educator acquires competency and proficiency in handling all portfolios.

- ✚ Different capabilities of the teacher-educators are utilized by conducting seminars and workshops so that their skills are utilized to the maximum and that the student-teachers benefit out of it.
- ✚ Teacher-educators are assigned as dissertation research guides for the students who are pursuing M.Ed. degree. It adds to the profile of the teacher-educators.
- ✚ Institution encourages its staff members to serve as Ph.D. guides in other universities and research centers.

2. What are the mechanisms in place for performance assessment (teaching, research, service) of faculty and staff? (Self-appraisal method, comprehensive evaluations by students and peers). Does the institution use the evaluations to improve teaching, research and service of the faculty and other staff?

Performance appraisal is an integral part of the institution. Every teacher-educator and every activity must be evaluated through appropriate mechanism so that the institution ensures the achievement of its goals and objectives. The faculty is evaluated in the following ways:

- Teacher-educators appraise themselves through a questionnaire for Self Appraisal. At the end of the academic year teacher-educators reflect upon their performance and answer very objectively and sincerely to the questions in the questionnaire. It is analyzed and compared with that of the appraisal done by the principal.
- The teacher-educators are appraised from the students' perspective. The principal conducts a mid- term review. A questionnaire is used to take feedback from the student teachers about the performance and guidance provided by each teacher-educator. The questionnaire consists of ratings on the content delivery of teacher-educators, communication skills, class interaction, methodology adopted, guidance and counseling provided the humane attitude of the teacher educators, etc.
- The principal appraises the teacher educator by continuous monitoring, observing and through the results achieved by each teacher-educator in his/her portfolio, researches conducted, seminars and workshops conducted and attended, guidance provided in general and in the tutorial group, etc.

- The principal also analyzes the feedback given by the students and interacts with every individual teacher educator to give feedback for the improvement of their performance & attitude towards the profession. This helps in improving the teacher educator's attitude, teaching abilities and interactive skill.
- Informally the management conducts the appraisal of the teacher educators by casual talks with the student teachers. The management appraisal stresses on positive thinking and healthy practices.
- The students can also give feedback or put forward their grievances arising out of dissatisfaction through the grievance redressal forum.
- IQAC functioning in the college acts as an agency for sustaining and ensuring the quality and research.

3. What are the welfare measures for the staff and faculty? (mention only those which affect and improve staff well-being, satisfaction and motivation)

No organization can flourish without winning the trust and confidence of the people working in the organization. The management not only controls but it cares for the people in it. Many welfare measures have been adopted by the institution to improve staff well-being, satisfaction and motivation of the staff. To number a few:

- The management grants permission to the teaching staff to serve as resource person and for conducting research work under FIP, PDF, part-time research, etc.
- The institution arranges seminars, workshops and training programs in the college. It also provides for traveling expenses incurred by teacher-educators in visiting various schools at the practice teaching session.
- Regarding the need of latest technologies felt by the institution, it will be communicated to the College Development Committee which will help the teacher educators to improve the teaching -learning process.
- The institution encourages each teacher educator to upgrade their qualification and pursue higher studies and doctorate degrees. Teacher-educators who complete their doctorate degrees are awarded with mementos.

- The management respects and appreciates the work done by each and every member of the organization right from the senior level to the support staff.
- The staff club functioning in the college provides opportunities for sharing of experience, recreation, co-operation and mutual support.

4. Has the institution conducted any staff development programme for skill up-gradation and training of the teaching and non-teaching staff? If yes, give details.

Yes, the institution conducts staff development program for skill up-gradation and training of the teaching and non-teaching staff in the following ways.

- ❖ The institution conducts seminars and workshops for improving the competencies of the teacher educators. We had conducted a Regional Workshop on Technology Aided learning in collaboration with INTEL Professional Development Programme and a National Workshop on ‘Creative Research: Exploring Research Paradigms & SPSS’ and other pedagogical enrichment programmes. The objectives of these programmes are to develop skills in conducting research and to acquaint participants with the new trends in learning strategies.
- ❖ Our institution invites experts from different fields to conduct workshops, talks, and training programs for the student teachers and teacher-educators to sharpen their skills and enrich knowledge.
- ❖ The institution has continuous supervisory and monitoring mechanisms to evaluate efficiency of non teaching -staff members.
- ❖ The management conducts workshops for the professional development of the non-teaching staff.
- ❖ The institution utilizes Service and Payroll Administrative Repository (SPARK) of Kerala for billing and disbursing salary to the members of the staff.
- ❖ Our library and non-teaching staff also attend workshops and seminars conducted at the college which help for their professional growth and development.
- ❖ The institution organizes orientation programmes for teacher educators to acquaint with the new school curriculum.

- 5. What are the strategies and implementation plans of the institution to recruit and retain diverse faculty and other staff who have the desired qualifications, knowledge and skills (Recruitment policy, salary structure, service conditions) and how does the institution align these with the requirements of the statutory and regulatory bodies (NCTE, UGC, University etc.)?**

The management recruits teachers on the basis of norms, rules and regulations stipulated by UGC, University of Calicut and Government of Kerala when new positions are created in the institution in the situation of retirement, transfer, deputation and promotion of the personnel. Teacher-educators in the institution are recruited by giving advertisements in two national and two regional news papers. Interviews are conducted by the selection committee consisting of the Principal, members of the management, subject experts and nominees of the government. Qualifications, knowledge of the subjects and methods, communication skills and personality are factors considered while interviewing the candidates for post of teacher-educators. They are given yearly increments as per the prescribed norms of UGC. They are recruited on a year of probation period and then made permanent employees of the institution. Once the qualified staff is appointed into the institution they are retained by providing them with salaries as the UGC prescribed scale. The data of the newly appointed staff is sent to the University of Calicut for their approval. The service conditions are as per the prescribed norms of the Government of Kerala and UGC.

- 6. What are the criteria for employing part-time/Adhoc faculty? How is the part-time/Adhoc-faculty different from the regular faculty? (E.g. salary structure, workload, specializations).**

The institution appoints faculty on part-time basis with the permission of the management. They are paid from the PTA fund. The management pays them consolidated

salary and also provides increments every year. The institution appoints part-time/ adhoc faculty with the permission of the management. When the need for guest faculty arises, the institution advertises in local and national newspapers. Walk-in-interviews are held on the specified date and candidates are selected on the basis of merit. The guest faculty is paid consolidated sum taking into account only the number of teaching hours engaged by them.

7. What are the policies, resources and practices of the institution that support and ensure the professional development of the faculty?

(E.g. budget allocation for staff development, sponsoring for advanced study, research, participation in seminars, conferences, workshops, etc. and supporting membership and active involvement in local, state, national and international professional associations).

In the budget allocation of the institution, provisions are made for faculty development. Teacher educators are given permission to attend and present papers in seminars, conferences, and workshops held at various colleges of education, universities, social institutions and professional organizations. The college submitted proposals to UGC for organizing seminars and workshops in the college. Teacher educators are encouraged to conduct research programmes under FIP, PDF, and major and minor projects. Also they are motivated to take up the responsibilities of university examinations, Member- Board of studies, academic council member, etc.

To make the teacher-educators competent and be at par with technology, it has provided classrooms with specially devised facility to keep the computer, LCD display and whiteboard. Teacher-educators can provide multi-sensory instruction to the student teachers with the help of technology. Other infrastructural facilities such as staff room, individual lockers, etc are provided for the teacher-educators.

8. What are the physical facilities provided to faculty? (Well maintained and functional office, instructional and other space to carry out their work effectively).

Teacher-educators are provided with physical facilities to motivate them to work efficiently in the institution. It has provided the following physical facilities for the staff:

- The institution provides well maintained and functional office.
- Our institution has a separate staff room with essential facilities for the teacher educators such as comfortable tables, chairs, lockers, computers, aqua-guard drinking water and water cooler.
- It provides technology such as wireless internet facilities, smart classrooms and computers to each teacher educator, printer/photocopier in the staffroom and intercom telephone facility and generator backup for the whole college.
- It provides big and well furnished lecture halls, language lab, psychology lab, and computer lab, well equipped library with many educational books and reference books, educational journals, news papers. The library provides open access and proper seating arrangement for student teachers as well as teacher educators.
- All classrooms are smart classes.
- The institution provides a fitness centre with modern equipments.

9. What are the major mechanisms in place for faculty and other stakeholders to seek information and/or make complaints?

The institution has devised various ways of obtaining feedback from its stakeholders.

- Internet facilities and website of the college are available for collecting information about the institution.
- The institution collects data from the practice teaching schools regarding the effectiveness and efficiency of the student teachers and thereby about the institution.
- Students can address their grievances through the Student Council.
- There is a provision for the students to drop their grievances and suggestions in the Grievance Box.

- The Principal conducts a mid-term review and an Exit Meeting with the students at the end of the year. There is a feedback form through which the students express their views regarding the efficiency through which the teacher-educators deliver the course content, guidance and counseling services provided and other competencies of teacher educators.
- Feedback form is designed and relevant information is collected from the Alumni and PTA of the college.
- Finally the ultimate stakeholder is the management who is entrusted with the goal of producing highly motivated and effective teachers. The management closely monitors the work done by the college through the principal. The management also informally conducts meetings with student teachers to know the efficiency of the college and to address the problems faced by student teachers.

10. Detail on the workload policies and practices that encourage faculty to be engaged in a wide range of professional and administrative activities including teaching, research, assessment, mentoring, working with schools and community engagement.

Effective distribution and delegation of work to all the teacher educators in the institution ensures that the goals and objectives are met and proper monitoring and checking is done with respect to every portfolio. The Principal ensures that work load is evenly distributed and every teacher-educator is exposed and given experience in handling diverse jobs. Some of the policies and practices are as follows:

- The principal at the beginning of the academic year plans the portfolios to be given to the teacher educators. The decision is made judiciously taking into consideration the previous portfolios handled by the teacher-educator.
- Portfolios are carried on by teacher-educators as per the decision made by the staff council, which are exchanged every year. So every teacher educator gets hands on experience in handling different portfolios and every teacher educator develops competency in handling any portfolio including the administrative and monitoring of the work. However, help can be taken from other staff.

- During functions and other activities all the staff is involved and work is delegated so that one person is not overburdened and that everybody's involvement is ensured and that work is distributed evenly.
- The Management and Principal motivate teacher-educators to undertake research projects in their field of academic and social interest.
- Every teacher educator is allowed attending seminars, workshops and present papers at local, national and international level seminars.
- Staff meetings are held every month to welcome suggestions from teacher-educators. Also problems can be expressed and ideas are brain stormed to solve the problems.

Workload per week / faculty

Teaching	16 hrs
Research	5 hrs
Assessment (Seminar, Assignments, records)	10 hrs
Evaluation/Test	1 hr
Mentoring	2 hrs
Working with the schools	1 hr
Community engagement	1 hr
Preparation	5 hrs

11. Does the institution have any mechanism to reward and motivate staff members? If yes, give details.

Yes the institution has mechanisms to reward and motivate its teacher educators.

The institution motivates the staff in the following ways:

- The principal at the institutional level appreciates good work done by the teacher educators in the staff meetings.
- Teacher educators who have successfully achieved PhD degrees are given timely encouragement and rewards.
- Staff members are motivated by the reward policies of the management and government.

- Career advancement benefits are recommended from the college for monitory and service benefits.
- Teacher educators are recognized for their Ph.D. as well as other meritorious achievements and awards.

6.5 Financial Management and Resource Mobilization

1. **Does the institution get financial support from the government? If yes, mention the grants received in the last three years under different heads. If no, give details of the source of revenue and income generated.**

Yes, since the institution is a Government- Aided Institution, the institution gets financial support from the government as salary of teaching and non-teaching staff, grants for needy students and differently abled students. Also the institution receives financial support from the UGC for various purposes.

In addition to the funds from government, the alumni and PTA contribute to the development of the institution. The alumni association has instituted 3 separate endowments namely Sri. Prabhakaran Thampan Memorial Fund, Sri. Mannath Padmanabhan Endowment. The Alumni Association provides an endowment of Rs. 1000/- to the students scoring highest marks in each optional subject. There is provision for helping poor students through Poor Aid Fund. Fees are collected from the students. The fee is taken as per the instructions given by the government.

List of Grants/ plan funds for two years

Financial aid available to students

Financial Aid	2013-14	2014-15
Merit Scholarship	--	--
Merit-cum-means scholarship	--	--
Fee concession	122	176

2. **What is the quantum of resources mobilized through donations? Give information for the last three years.**

Not applicable.

3. **Is the operational budget of the institution adequate to cover the day-to-day expenses? If no, how is the deficit met?**

Yes, we have PTA, PD and amenity funds to meet the day to day expenses.

4. **What are the budgetary resources to fulfill the missions and offer quality programs? (Budget allocations over the past five years, depicted through income expenditure statements, future planning, resources allocated during the current year and excess/deficit).**

The source of funds includes funds from the government, UGC, and internally generated funds like PTA and Alumni. These amounts are allocated to various needs such as student's welfare, welfare for SC/ST students, examinations, faculty development programmes, arts and sports, study tours, celebration of important days and festivals, etc.

Budget allocation of Income, Expenditure.

Total sanctioned Budget		
% spent on the salary of faculty	40	40
% spent on the salary of non-teaching employees	15	15
% spent on books and journals	5	5
% spent on developmental activities (expansion of building)	10	10
% spent on telephone, electricity and water	5	5
% spent on maintenance of building, sports facilities, hostels, residential complex and student amenities, etc.	10	10
% spent on maintenance of equipment, teaching aids, contingency etc.	5	5
% spent on research and scholarship (seminars, conferences, faculty development programs, faculty exchange, etc.)	10	10

- 5. Are the accounts audited regularly? If yes, give the details of internal and external audit procedures and information on the outcome of last two audits. (Major pending audit paras, objections raised and dropped).**

Yes, the accounts are audited regularly. The management audit team visits the college every year. In addition to this, there is regular Accountant General Audit and Government Audit carried out by the Deputy Director of Collegiate Education. Internal audits are conducted for PTA and alumni funds.

- 6. Has the institution computerized its finance management systems? If yes, give details.**

Yes the institution has computerized its financial management systems. The institution operates its accounting system in a complete computerized environment. Preparation and submission of salary bill is made through Service and Payroll Administrative Repository for Kerala (SPARK), a software of Kerala Government. Besides that the grants for students are distributed through another software of Kerala Government called e-grants, which is operating by office personnels.

6. Best practices in Governance and Leadership

- 1. What are the significant best practices in Governance and Leadership carried out by the institution?**

- 1) **Resource Mobilization:** To achieve the vision and mission of the organization the institution deploys human, financial and material resources.
- 2) **Quality upgradation/ assurance Feedback Mechanism and Future Plans:** The institution believes in securing feedback from its stakeholders in order to bring about an improvement in its governance and leadership. The institution has designed formal and informal ways of collecting feedback from its various stakeholders.

- 3) Yearly calendar of the institution for all the programmes is prepared at the beginning of the academic year.
- 4) Thought presentation, morning assembly, book review, cultural programme, tutorials and club activities are conducted every week.
- 5) The administrative and academic functions of the institution are ,monitored by the principal and the management on the basis of the prescribed rules of University of Calicut and Government of Kerala.

The organizational arrangements have been well established with the duties assigned to each committee or body and staff members are given charges for each programme.

**Additional Information to be provided by Institutions opting for
Reaccreditation/ Re-assessment**

- 1. What were the evaluative observations made under Governance and Leadership in the previous assessment report and how have they been acted upon?**

The observations made in the previous assessment report are given below:-

The college does the internal co-ordination with the assistance of different committees; College development committee, Building committee, Curricular, Co-curricular activities committee, Library committee and the state council) The management has conducted training programmes to improve the work efficiency of the non-academic staff. The annual calendar is prepared by a committee. New teachers are recruited by N.S.S. Colleges' Central Committee following the norms of the UGC and the State Government Temporary and guest lecturers are appointed by the management as per the recruitment. Grievance of faculty and other members are redressed through proper mechanism. Being a government aided institution; audit by Government is done every year. Besides, internal audit is also carried out by the management. Tuition fee and other fees are collected as per the Government rules.

2. What are the other quality sustenance and enhancement measures undertaken by the institution since the previous Assessment and Accreditation with regard to Governance and Leadership?

Some of the other quality sustenance and enhancement measures undertaken by the institution since the previous assessment and accreditation with regard to governance and leadership are:

Dynamism and change in the objectives of the institution

With the world becoming more and more technology oriented and with the changing needs of the society, the aims and objectives of the B.Ed. and M.Ed. courses have been modified. The intention is to produce teachers competent enough to handle technology that has seeped into this competitive world.

Developing eco-friendly lifestyles

With the growing awareness of the environmental issues, our college has conducted activities centered on creating awareness on environmental issues leading to the development of a right ecological attitude in the minds of the student-teachers. Several activities to 'Save Our Mother Earth' have been initiated to sensitize tomorrow's teachers who will be influencing the generations to come.

Revamp in the infrastructure of the organization

A complete face-lift has been executed by the management regarding the space constraint and has extended the building with new spacious and ventilated classrooms equipped with technology, and added physical facilities. The management has spent a considerable amount of its finances in modifying and upgrading the structure and facilities provided in the institution.

Portfolio Exchange Program

Portfolio Exchange Program gives an exposure to the teacher educators to be proficient in all areas. Each teacher educator gets an exposure to work in all portfolios. New ideas and thoughts get incorporated with the concurrence of the Principal.

Techno-pedagogical innovations

The classrooms have been equipped with LCD's which enables the teacher educators and the teacher trainees to use in all their presentations. Student teachers are also given hands on training on how to use computers and LCD.

Criterion VIII

INNOVATIVE PRACTICES

7.1 Internal Quality Assurance System

1. **Has the institution established Internal Quality Assurance Cell (IQAC)? If yes, give its year of establishment, composition and major activities undertaken.**

Yes the institution has established internal Quality Assurance Cell (IQAC) The year of establishment of the IQAC is 2006

Composition of the Internal Quality Assurance Cell

Chairperson

Administrative Officers

Co-ordinator

Major Activities undertaken:

Monitoring and evaluation of all the activities

1. Documentation of all major activities
2. Best practices initiated: 1. Nila Project 2. Math clinic, 3. 'Padikkanoruduppu'
3. Encouragement to research activities
4. Commencement of the various clubs and associations
5. Organising workshops

6. Technological Advancement
 7. Academic calendar
 8. Formal Feed back system
 9. Use of ICT in Educational Activities
 10. Career centre
 11. Innovative teaching techniques
 12. Innovative administrative mechanisms
 13. Faculty enrichment
 14. Library enhancement
 15. Community oriented activities
 16. Value based discipline
 17. Maintain Examination
 18. Good Results
 19. Prepare & Submit IQAC report
- Health services
- Guidance & Conselling centre
- Extension activities.

II. Describe the mechanism used by the institution to evaluate the achievement of goals and objectives.

The BE.d and MEd courses are comprehensive courses with different variety of activities, There arises a continuous and comprehensive evaluation in a true manner for the attainment of goals and objectives. A multistage continuous evaluation mechanism has been adopted to get a feed back about all the activities and the performance of the student teachers.

- ❖ Before commencement of academic year
- ❖ During academic year
- ❖ After academic year

The attainment of the objectives in the area of co-curricular and curricular activities are also evaluated through formal and informal mechanisms like

- Seminars
- Debates
- Discussions
- Brainstorming
- Collaborative and co-operative learning methods
- Stage and off stage competitions
- Practice teaching lessons
- Community oriented activities

The technique adopted is observation and criteria used are

- Student participation
- Involvement
- Interest
- Social skills and motivation

After the competition of each activities students submitted a report and then review meeting is conducted to reflect upon the success, failures short comings and problems encountered So that these issues could be modified to make the programme more effective in future.

The following evaluation mechanisms are being used tto evaluate the performance of teacher educators in the college

- Self appraisal by teacher educators
- Student appraisal of teacher education
- Monitoring and appraisal of teacher educators by the principal
- Appraisal by the management
- Peer group evaluation

In addition, we have the Grievance Reddressal cell, A suggestion box, Women cell, Anti Ragging Committee, Discipline Committee for addressing the problems and realizing our objectives.

III. How does the institution ensure the quality of its academic programmes

The institution ensures quality in all its academic endeavour by

- Emphasizing quality improvement, particularly with focus on results.
- Continuous monitoring and evaluation – Every teacher education – Every teacher educator involving directly in the evaluation process by conducting different evaluation process in the class room and outside the class room. For evaluating the entire process the institution conducting staff meeting twice in a month. Discussion with respect to the work done, evaluation future activities will help us to improve the quality in future.

- Evaluation of students through process based activities, process evaluation, class tests were also conducted.
- Use of technology in the academic activities
Report about institutional performance and achievements are available to the stake holders through college website. Modifications are brought about to meet the dynamic educational environment through the use of ICT conducting workshops, using innovative teaching methods in the class room.
- Evaluation of parents through Class PTAs
- Peer observation of practice teaching lessons by students
- Recording of all micro teaching lesson through handy cameras and reviewing all classes later. This will help the student teacher to improve their classes.

IV. How does the institution ensure the quality of its administration and financial management process

The institution ensures Total quality Management in all its sectors. The NSS Management conducts regular meeting to deliberate our issues like academic performances, discipline, up gradation of resources and monitoring of supporting staff.

- Regular principal's conferences
- Democratic way of administration through Decentralisation of educational administration.
- For attaining the objective of decentration of administration college formed various committees at the grass root level in which the students, teachers, parents and community leaders are its members.

The institution ensures various partnership programmes towards quality enrichment to meet the dynamic societal needs. Monthly reports related to activities conducted are to be submitted by the principal to the management. At the end of the

academic year an annual report is presented by the principal before the students, teachers parents and also given to the management.

- For ensuring the efficiency of financial management institution has been following a three tier system of financial auditing.

Financial auditing by the AG's office by the government of Kerala by the Management.

Use of ICT in financial management SPARK, e-grant

In addition to this we have a social auditing programme in PTA activities through PTA's internal auditing by the representatives of the parents.

V. How does the institution identify and share good practices with various constituents of the institution.

- Through principals conferences
- Through staff meetings
- Through PTA meetings
- Through class PTA meetings
- By way of community oriented activities for eg:- Nila river protection programme, campaign for water conservation etc.
- Math clinic, free uniform programme free tuition programme.

7.2. Inclusive Practices

I. How does the institution sensitize teachers to issue of inclusion and focus given to these in the national policies and the school curriculum.

The paper on Psychology of the Learner gives an insight into the different learning disabilities and its implications. Workshops are held for highlighting the importance of Inclusive Education. The college has conducted a UGC sponsored National Seminar on special education in the last year. The emphasis is laid on the

focus given to inclusive education in the national policies and the school curriculum. The new M.Ed. curriculum of university of Calicut has given due importance to Inclusive Education.

II. What is the provision in the academic plan for students to learn about inclusion and exceptionalities as well as gender differences and their impact on learning.

Academic curriculum of the B.Ed. programme has topics on gender issues. College motivates the students who are coming under special needs through various activities (conducting special classes, recording of lesson by the teachers for blind students etc.). The student teachers are encouraged to learn about inclusion and gender issues through extension activities and organizing various curricular and co-curricular activities.

- Women cell activities in the college, updating the news in their notice boards.
- Celebration of days like march 8
- Conducting talks and debates on gender sensitive issues
- Conducting various programmes in collaboration with Kerala State Women's commission.

III. Detail on the various activities envisioned in the curriculum to create learning environments that foster positive social interaction, active engagement in learning and self motivation.

Various activities are incorporated through the curriculum which foster positive social interaction and self motivation. They are achieved through:-

- Morning prayers
- Acharya Anusmaranam
- Yoga class
- Students Council

- Educational visit
- Organising seminars
- College Union activities
- Gurupooja
- Tutorials
- Self study periods
- Share and care projects
- Mentoring
- Extension Activities
- Teaching practice internship
- Organising Medical Camps
- Blood donor's forum
- Celebration of national and public festivals
- Community services
- Study circles
- Various club activities like nature club, film club, literary club, women cell, activities.

IV. How does the institution ensure that student teachers develop proficiency for working with children from diverse backgrounds and exceptionalities.

- Field trips to special schools
- Community works
- Extension activities
- Teaching the under privileged children
- Class room activities, like group discussion, co-operative learning etc.
- Teaching practice
- Women's cell activities

V. How does the institution address to the special needs of the physically challenged and differently abled students enrolled in the institution.

- Special timings of students who need special attention
- Scribes are arranged to write examinations for physically challenged and differently abled students.
- Financial Assistance to the students.
- Special considerations for participating college union activities.
- Teacher educators with the help of student teachers recoded the classes and given to the differently abled students.

VI. How does the institution handle and respond to gender sensitive issues (activities of womencell and other similar bodies dealing with gender sensitive issues)

Handle the gender sensitive issues through the working of women cell and college union. Awareness programmes were conducted in collaboration with various agencies and also we have a counseling cell.

7.3 Stake holder Relationships

I. How does the institution ensure the access to the information on organizational performance (Academic and Administrative) to the stake holders.

Stake holders can have the access through

- Website of the college – nssce.org
- Brochures
- Newsletter
- College Magazine
- Administrative records
- Financial records
- Government websites

- University websites
- Periodical meetings of PTA members
- Teacher educators evaluation records
- Alumni meetings

II. How does the institution share and use the information/data on success and failures of various process, satisfaction and dissatisfaction of students and stakeholders for bringing qualitative improvement.

Institution has the following activities with regard to the above

- Staff meetings which are held twice in every month.
- PTA meetings & Executive meetings
- Class PTA meetings in every three months.
- College Union meetings
- Extension activities
- Conducting Alumni meetings
- Practice teaching school teacher's feedback.

III. What are the feedback mechanisms in vogue to collect data from students, professional community, Alumni and other stakeholders on programme quality? How does the institution use information for quality improvement.

Feedback mechanisms adopted a

- Personal discussions
- Online comments
- Formal questionnaire for
 - a) Students teachers
 - b) Parents
 - c) Alumni members

d) Community leaders

Receiving comments from famous Alumni students who are now working in various fields of life.

- Directions from the management
- College Day Celebrations
- Reflection meeting
- Improving the quality of teaching by considering the suggestions.
- Increase the efficiency of administration
- Use of Technology by teacher education

The institution ensures that the data collected is analysed and remedial measures undertaken. The feedbacks from stakeholders were reviewed and corrections were made.

Additional Information to be provided by the institutions opting for Re-accreditation.

1. How are the core values of NAAC reflected in the various functions of the institution?

In the era of globalization, the technological advancement brought the world closer than ever before and it have grown may challenges of living values of any profession. Keeping this in mind N.S.S. Training College has taken cognizance of the core values framed by the NAAC while disseminating all its transactions.

Some of them are given below.

1. Contributing to National Development

National development has been an integral part of any educational programme. NSS is no exception and it is sharing its responsibility through its service in education. The educational journey which began in the year 19 today of institutions. N.S.S. Training college Ottapalam is contributing in its own way in the form of resource development and capacity building by producing quality teachers for the last 54 years in Kerala. Now N.S.S. Training College has become the largest teacher education institutions in Kerala with 300 B.Ed. students and 25 M.Ed students consultancy and guidance is provided to students from various universities in India. Capacity building at all levels is constantly addressed by all the faculty members participating and presenting papers in various national as well as international seminars conferences and workshops and by being resource persons at various forums.

2. Fostering Global competencies

In the globalised era of education. Education should prepare the student teachers as global citizens. For attaining this objective N.S.S. Training College, Ottapalam has initiated a number of activities.

- A joint venture of research in education
- Participation of our faculty in international conferences
- E-journal consortium
- On-time publications
- Video-conferencing
- Use of latest technologies

3) Including a value system among students

Value education and value inculcation are the need of the hour. Rapid changes in the society demands value education in a greater manner. N.S.S. Training College

Ottapalam assures that through us value based education the teacher educators are encouraged to have human approach towards all dealings.

The projects undertaken for this purpose are mentioned below.

- Daily Assembly
- Prayer and Acharya Anusmaranam
- Thought for the daily programme
- Save Nila river project
- Awareness programme to save water
- Awareness programme to serve energy
- Awareness programme against wast disposal in public places.
- Community oriented activity through activity. Through which we can develop presenting and values through community service.
- Free uniform programme for poor students.
- Students Aid Fund
- A Helping hand for needy from the society.

4) Promoting use of Technology:

The N.S.S. Training College has always been on the forefront for pioneering innovations in all its institutions. Major activities are

- All classrooms are equipped with compter, LCD Projector and interactive Board.
- A well equipped Computer Lab
- Library, Office and Student facilitation centre are well equipped with Computer internet online facilities.
- Wi-fi Campus network.
- Computer facilities for teachers
- A Language Lab

- Purchase off more educational CDs
- Production of Short films for value inculcation
- Educaitional web portal

5. Quest for excellence

Quality is the key word in higher education. It is never an accident it is always the result of intelligent group effort.

- N.S.S. Training College has revised its strategies according to the changing needs of the society.
- Capacity building activities
- More infrastructure facilities
- Faculty development programmes like UGC sponsored programmes for teachers
UGC sponsored seminars, workshops
- Paper publication by teachers and M.Ed. students in reputed educational journals.
- Participation as resource persons and members in various seminars workshops etc.
- Collaborations with various educational agencies like CTE, Chettur Sankaran Nair foundation etc.
- Collaborative activities with Ottapalam Municipality, Kerala State Electricity Board, Kerala Water Authority.
- A sound feedback mechanism have been implemented to check whether our goals and mission are attained or not.
- The institutions infrastructure has been enhanced with by the management found, UGC fund and PTA fund.
- Library has been equipped with latest technologies and latest books and journals.

Environmental values

For inculcating environmental values our college has undertaken so many activities some of them are given below.

- Plastic free campus
- Nature club was formed to bring sensitization about environmental values.
- Save Nila review campaign undertaken (Thadayana)
- Save Ananganmala project.
- Activities in collaboration with wwf CPCER environmental foundation.
- Save water, save energy campaign in collaboration with KSEB, Ottapalam, Ottapalam Municipality.
- Awareness programme on clean and green city project.

Democracy

N.S.S. Training College follows a democratic philosophy in its all activities. As long as the differences and diversities of mankind exists, democracy must allow for compromises, for accommodation and for recognition of differences N.S.S. Training College not only recognizes the differences in a positive manner democratic discussions were conducted thorough various committees.

For Eg: Staff council meetings, College Union, Alumni Association, Parent Teacher Organisation. The Selection of office bearers of all the major committees are through democratic process.

Humanness

All our activities are in accordance with the great educationalists in our country – Tagore, Vivekananda, Dr. S. Radharkrishnan through their philosophy paved the way for humanitarian education and education for international understand most specifically education for ‘Vasudaiva Kudumbakam’.