SELF-APPRAISAL REPORT

NATIONAL COLLEGE FOR TEACHER EDUCATION

Iqbal Square, Meprathupady, Vengola
Ernakulam, Kerala – 683556

Affiliated to
Mahatma Gandhi University, Kottayam
Recognised by NCTE

Submitted to

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

P.O. Box No. 1075, Nagarbhavi, Bangalore – 560 072, INDIA

CONTENTS

PREFACE

National College for Teacher Education, a minority self-financed college is promoted by Allama Iqbal Memorial National Foundation for Education and Training (AIMNET), Ernakulam, Kerala. The Foundation was established in 2002, with the noble objective of providing quality education and training to reach the sections of the society, who are deprived of such opportunities due to lack of resources and access. This was one of the reasons why the AIMNET chose to move to a rural setting to set up the College of teacher education. The Foundation from its inception emphasised on delivering quality education and training, aiming at the creation of a centre of excellence.

The College was crystallized in form and substance in the year 2005. It is located at Meprathupady, Vengola Panchayat, Kunnathunadu Taluk, Ernakulam District.

The College, a co-educational Institution admits 100 students to the B.Ed. Programme with six optional subjects; Commerce, Mathematics, Social Science, English, Natural Science and Physical Science and has M.Ed. Programme with five optional subjects with the strength of 35.

The College has been growing steadily. It has now secured a state of eminence primarily because of the dedicated involvement of the staff and commitment and leadership of the Management.

The College strives to develop as a pivotal centre of Teacher education with a difference. The motto of the Institution, 'Power of Knowledge and Fortitude of Values' envisions to develop-intellectually competent, morally upright, psychologically integrated and socially committed teachers for serving the nation in the emerging scenario of education.

We foster the conviction that we shall be successful in our endeavour for this noble cause.

PART I – INSTITUTIONAL DATA

A. Profile of the Institution

1. Name and address of the Institution : NATIONAL COLLEGE FOR
TEACHER EDUCATION,
Iqbal Square, Meprathupady
Vengola, Perumbavoor
Ernakulam, Kerala-683556

2. Website URL : www.nationalcollege.edu.in

3. For Communication :
Office

Name	Telephone Number with STD Code	Fax No	E-Mail Address
Principal	0484 2522583	2525693	hashimkochi@gmail.com
Self -Appraisal Coordinator	0484 2522583	2525693	arjun10000@gmail.com

Residence

Name	Telephone Number with STD Code	Mobile Number
Principal	09446440544	09446440544
Self-Appraisal Coordinator	0484 2061195	09847222369

4. Location of the Institution:

Urban ☐   Semi urban ☐   Rural ✔   Tribal ☐

Any other (specify and indicate) ☐

5. Campus area in acres: 1.36

6. Is it a recognized minority Institution?   Yes ✔   No ☐

7. Date of establishment of the Institution:

MM	YYYY
02	2005

Profile of the Institution

8.   University/Board to which the Institution is affiliated:

Mahatma Gandhi University, Kottayam

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

2f

MM	YYYY
NA	NA

12B

MM	YYYY
NA	NA

10.   Type of Institution
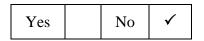 a.   By funding   i.   Government ☐
                    ii.   Grant-in-aid ☐
                    iii.   Constituent ☐
                    iv.   Self-financed ☑
                    v.   Any other (specify and indicate) ☐
  b.   By Gender   i.   Only for Men ☐
                    ii.   Only for Women ☐
                    iii.   Co-education ☑
  c.   By Nature   i.   University Dept. ☐
                    ii.   IASE ☐
                    iii.   Autonomous College ☐
                    iv.   Affiliated College ☑
                    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 on	Nature of Award	Duration	Medium of instruction
iii)	Secondary/ Sr.Secondary			Certificate		
				Diploma		
		B.Ed.		Degree	1 Year	English
iv)	Post Graduate			Diploma		
		M.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 upto	Sanctioned Intake	Remarks
Secondary/ Sr. Secondary	B.Ed.	APSO0628 23.02.2005		100	FSRO/NCTE/ 2010/24550
Post-Graduate	M.Ed.	APSO5798 1.10.2007		35	FNO.APSO5798/M.Ed./KL/ 2011/33863

PART – I

B. CRITERION WISE INPUTS

CRITERION I: CURRICULAR ASPECTS

1. Does the Institution have a stated vision

| Yes | ✓ | No | |

   Mission?

| Yes | ✓ | No | |

   Values

| Yes | ✓ | No | |

   Objectives

| Yes | ✓ | No | |

2. Does the Institution offer self-financed programme

| Yes | ✓ | No | |

   If yes

   a) How many programmes?

| 2 |

   b) Fee charged per programme

B.Ed.	M.Ed.
29,000	35,000

3. Are there programmes with semester system

| YES |

4. Is the Institution representing/participating in the curriculum development/ revision processes of the regulatory bodies?

| Yes | ✓ | No | |

   If yes, how many faculties are on the various curriculum development/vision committees/boards of universities/regulating authority?

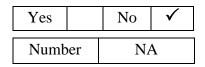| 5 |

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

   B.Ed.

| 6 |

   M.Ed. (Full Time)

| 5 |

6. Are there programmes offered in modular form?

Yes		No	✓
Number		NA	

7. Are there programmes where assessment of teachers by the students has been introduced?

Yes	✓	No	
Number		2	

Criterion I: Curricular Aspects

8   Are there programmes with faculty exchange/ visiting faculty

Yes	✓	No	
Number		2	

9.   Is there any mechanism to obtain feedback on the curricular aspects from the

- Heads of practice teaching schools

Yes	✓	No	

- Academic peers

Yes	✓	No	

- Alumni

Yes	✓	No	

- Students

Yes	✓	No	

- Employers

Yes	✓	No	

10.   How long does it take for the Institution to introduce a new programme within the existing system?

3 Years

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

Yes		No	✓
Number		NA	

12.   Are there courses in which major syllabus revision was done during the last five years?

Yes	✓	No	
Number		2	

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 I: Curricular Aspects

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 ✓

       (Entrance test for M.Ed. Programme and merit of qualifying

       examination for B.Ed. Programme)

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

	B.Ed.	M.Ed.
a) Date of start of the academic year	14.11.2012	20.06.2012
b) Date of last admission	03.12.2012	02.07.2012
c) Date of the closing of the academic year	11.10.2013	30.04.2013
d) Total teaching days	192	192
e) Total working days	207	207

3. Total number of students admitted

Programme	Number of Students			Reserved			Open		
	M	F	Total	M	F	Total	M	F	Total
B.Ed.	18	46	64	16	37	53	2	9	11
M.Ed.	7	28	35	6	12	18	1	16	17

4. Are there any overseas students?   Yes ☐   No ✓

   If yes how many?   NA

5.   What is the 'unit cost' of teacher education programme? (Unit cost = total annual recurring expenditure divided by the number of students/ trainees enrolled).

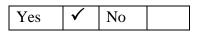|	B.Ed.	M.Ed.
a) Unit cost excluding salary component	8,527	8,527
b) Unit cost including salary component	34,998	49,000

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

Programme	Open		Reserved	
	Highest %	Lowest %	Highest %	Lowest %
B.Ed.	97.7	50.2	48.41	37
M.Ed.	95	56.25	93.75	70.25

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	Theory	Practice teaching	Practicum
B.Ed.	67%	22%	11%
M.Ed.	80%	10%	10%

Criterion II: Teaching¬ Learning and Evaluation

10. Pre practice teaching at the Institution

    a). Number of pre-practice teaching days | 3 | 0 |

    b). Minimum number of pre-practice teaching Lessons given by each student | 0 | 9 |

11. Practice Teaching at School

    a). Number of schools identified for practice teaching | 1 | 6 |

    b). Total number of practice teaching days | 4 | 0 |

    c). Minimum number of practice teaching lessons given by each student | 3 | 3 |

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

a)	No. of Lessons in Simulation	4
b)	No. of Lessons Pre-Practice Teaching	10

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.	20	80
M.Ed.	25	75

16. Examinations

	B.Ed.	M.Ed.
a). Number of sessional tests held for each paper	2	2

	B.Ed.	M.Ed.
b). Number of assignments for each paper	2	4

Criterion II: Teaching¬ Learning and Evaluation

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

	Yes	No
Computers	✓	
Intranet	✓	
Internet	✓	
Software/courseware(CDs)	✓	
Audio resources	✓	
Video resources	✓	
Teaching Aids and related materials	✓	

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

Yes	✓	No	

	B.Ed.	M.Ed.
Number	1	1

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

Yes		No	✓

If yes, is it offered as a compulsory or optional paper?
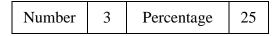
Compulsory   NA   Optional   NA

CRITERION III: RESEARCH, CONSULTANCY AND EXTENSION

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

Number	3	Percentage	25

2. Does the Institution have ongoing research projects?

Yes	✓	No	

If yes, provide the following details on the ongoing research projects

Funding Agency	Amount (Rs.)	Duration (years)	Collaboration, if any
Management	25,000	1 Year	District Panchayat, Ernakulam
Management	40,000	2 Years	SCERT, Kerala

3. Number of completed research projects during last three years

1

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

o Teachers are given study leave ✓

o Teachers are provided with seed money ✓

o Adjustment in teaching schedule ✓

o Providing secretarial support and other facilities ✓

o TA, DA and Stationery ✓

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

Yes ✓ No ☐

6.   Number of research degrees awarded during the last 5 years.
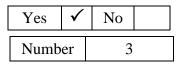
     a.   Ph.D.   1

     b.   M. Phil.   2

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 Journal	✓		3
National Journals – Referred Papers Non Referred Papers	✓		5
Academic Articles in Reputed Magazines/Newspapers		✓	
Books	✓		2
Any other (specify and indicate)	✓		20

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

Yes	✓	No	
Number		3	

10. Number of papers presented by the faculty and students (during last five years):

	Faculty	Students
National Seminars	17	10
International Seminars	3	Nil
Any other Academic Forum	2	Nil

11. What types of instructional materials have been developed by the Institution?

    (Mark '✓' for yes and '×' for No.)

   Self-instructional materials   ☑

   Print materials   ☑

   Non-Print materials (e.g. Teaching Aids/Audio-Visual, Multimedia, etc.)   ☑

   Digitalized (Computer Aided Instructional Materials)   ☑

   Question Bank   ☑

Criterion III:Research, Consultancy and Extension

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

   | 5 |

16. Does the Institution provide consultancy services?

   Yes ✓ No ☐

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

   | NA |

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

Local Level	✓
State Level	✓
National Level	✓
International Level	✓

CRITERION IV: INFRASTRUCTURE AND LEARNING PROCESS

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

    | 3040 sq.mts |

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

    a) Methods lab   Yes ✓   No ☐

    b) Psychology lab   Yes ✓   No ☐

    c) Science Lab(s)   Yes ✓   No ☐

    d) Education Technology lab Yes ✓   No ☐

    e) Computer lab   Yes ✓   No ☐

    f) Workshop for preparing teaching aids   Yes ✓   No ☐

3. How many computer terminals are available with the Institution?

    | 25 |

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

    | 2,50,000 |

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

    | 8,120 |

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

    | 25,600 |

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

    | 50,000 |

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

    Yes ✓   No ☐

9. Total number of post sanctioned

	Open		Reserved	
	M	F	M	F
Teaching	5	9	-	-
Non-teaching	4	6	-	-

10. Total number of posts vacant

	Open		Reserved	
	M	F	M	F
Teaching	-	-	-	-
Non-teaching	-	-	-	-

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

	Open		Reserved	
	M	F	M	F
Lectures	3	6	-	-

	M	F	M	F
Readers	-	1	-	-

	M	F	M	F
Professors	1	1	-	-

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

	Open		Reserved	
	M	F	M	F
Lectures	1	1	-	-

	M	F	M	F
Readers	-	-	-	-

	M	F	M	F
Professors	-	-	-	-

c. Number of teachers from   Same state | 14 |

Other states | Nil |

12. Teacher student ratio (Programme-wise)

Programme	Teacher Student Ratio
B.Ed.	1:13
M.Ed.	1:9

13. a. Non-teaching staff

	Open		Reserved	
	M	F	M	F
Permanent	3	4	-	-

	M	F	M	F
Temporary	-	-	-	-

   b. Technical Assistants

	M	F	M	F
Permanent	1	2	-	-

	M	F	M	F
Temporary	-	-	-	-

14. Ratio of Teaching - Non-Teaching staff

   7:5

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

   56.3%

16. Is there an advisory committee for the Library?

   Yes ✓ No ☐

17. Working hours of the Library

   On working days   9.00a.m. to 5.00p.m.

   On holidays   9.00a.m. to 1.00p.m.

   During examinations   9.00a.m. to 5.00p.m.

Criterion IV :Infrastructure and Learning Process

18. Does the library have an Open Access Facility?

Yes	✓	No	

19. Total collection of the following in the Library

    a. Books

5473

       -Textbooks

4923

       -Reference Books

550

    b. Magazines

10

    c. Journals subscribed

       -Indian Journals

25

       -Foreign Journals

2

    d. Peer reviewed Journals

1

    e. Back volumes of Journals

500

    f. E-information Resources

Yes

       -Online Journals/e-journals

2

       -CDs/DVDs

100

       -Databases

25

       -Video Cassettes

35

       -Audio Cassettes

100

20. Mention the -

   Total carpet area of the Library (in sq. mts.)

130 Sq.mts.

   Seating capacity of the Reading room

50

21. Status of automation of Library

    Yet to intimate   ☐

    Partially Automated   ☐

    Fully Automated   ☑

22. Which of the following services/facilities are provided in the library?

Circulation ✔

Clipping ✔

Bibliographic Compilation ✔

Reference ✔

Information Display and Notification ✔

Book Bank ✔

Photocopying ✔

Computer and Printer ✔

Internet ✔

Online Access Facility ✔

Inter – Library Borrowing ✔

Power Back Up ✔

User Orientation/Information Literacy ✔

Placement Corner ✔

23. Are students allowed to retain books for examinations?

| Yes | ✔ | No | |

24. Furnish information on the following

Average number of books issued/returned per day | 15 |

Maximum number of days books are permitted to be retained

by students | 14 |

by faculty | 30 |

Maximum number of books permitted for issue

for students | 2 |

for faculty | 10 |

Average number of users who visited/consulted per month | 1500 |

Ratio of library books (excluding textbooks and book bank facility)to the number of students enrolled | 1:55 |

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

Institution?

| 4.25% |

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

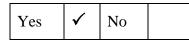|	2011-2012		2012-2013		2013-2014	
	Number	**Total Cost (in Rs.)**	**Number**	**Total Cost (in Rs.)**	**Number**	**Total Cost (in Rs.)**
Text books	94	40,000	45	32,000	153	39,200
Other books	302	65,746	63	31,000	35	39,500
Journals/ Periodicals	46	44,166	120	33,290	40	31,980

CRITERION V: STUDENT SUPPORT AND PROGRESSION

1. Programme wise "dropout rate" for the last three batches

Programmes	2010-2011	2011-2012	2012-2013
B.Ed.	3.44	1.49	2.72
M.Ed.	11.42	0	0

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

Yes	✓	No	

If yes, how many students are under the care of a mentor/tutor?

7-12

3. Does the Institution offer Remedial instruction?

Yes	✓	No	

4. Does the Institution offer Bridge courses?

Yes	✓	No	

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

		UG			PG		
		2010-2011	2011-2012	2012-2013	2009-2010	2010-2011	2011-2012
Pass Percentage		100%	100%	100%	96%	100%	100%
Number of Distinctions	A$^+$	2	1	6	-	0	0
	A	13	23	33	-	5	7
Number of First Classes	B$^+$	28	36	24	17	18	19
	B	13	6	8	-	8	9
Number of Second Classes	C$^+$	-	-	-	6	-	-
	C	-	-	-	-	-	-
Exemplary Performances (Gold medal and University Ranks)		-	--	-	-	-	-

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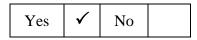
Criterion V :Student Support and Progression

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

	2010-2011	2011-2012	2012-2013
NET	1	1	2
SLET/SET	3	5	14

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

Financial Aid	2010-2011		2011-2012		2012-2013	
	B.Ed.	M.Ed.	B.Ed.	M.Ed.	B.Ed.	M.Ed.
Merit Scholarship	23	-	32	-	40	6
Merit-cum-Means Scholarship	4	1	4	1	4	1
Fee Concession	-	-	-	-	-	-
Loan Facilities	-	-	-	-	-	-

8. Is there a Health Centre available in the campus of the Institution?

Yes	✓	No	

9. Does the Institution provide residential accommodation for staff?

Faculty

Yes	✓	No	

Non-Teaching staff

Yes	✓	No	

10. Does the Institution provide Hostel facility for its students?

Yes	✓	No	

If yes, number of students residing in hostels

Men   14

Women   18

Criterion V :Student Support and Progression

11. Does the Institution provide indoor and outdoor sports facilities?

Sports Fields | Yes | ✓ | No | |

Indoor Sports Facilities | Yes | ✓ | No | |

Gymnasium | Yes | ✓ | No | |

12. Availability of rest rooms for Women

| Yes | ✓ | No | |

13. Availability of rest rooms for men

| Yes | ✓ | No | |

14. Is there transport facility available?

| Yes | ✓ | No | |

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

| Yes | ✓ | No | |

16. 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	✓		1	✓		2
Inter-university		✓			✓	
National		✓			✓	

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	Nil	-
Regional	14	2
National	Nil	-
International	Nil	-

18. Does the Institution have an active Alumni Association?

Yes	✔	No	

If yes, give the year of establishment

2007

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 the last three years

	2010-2011 (%)	2011-2012 (%)	2012-2013 (%)
Higher studies	17.85	18.18	10.59
Employment	61.11	52.63	45.91
Teaching	31.1	31	25
Non-Teaching	30.01	21.63	20.91

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?

2009-2010	2010-2011	2011-2012
5	6	10

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

	Yes	No
Academic Guidance and Counselling	✓	☐
Personal Counselling	✓	☐
Career Counselling	✓	☐

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)

Management committee/management		Quarterly
Staff council		Biweekly
IQAC/or any other similar body/committee		Quarterly
Internal Administrative Bodies contributing to quality improvement of the Institutional processes. (mention only for three most important bodies)	1. Planning Committee	Half yearly
	2. Academic Committee	Quarterly
	3. Research Committee	Quarterly

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

    Loan Facility   Yes ✓ No ☐

    Medical Assistance   Yes ✓ No ☐

    Insurance   Yes ✓ No ☐

    Provident Fund   Yes ✓ No ☐
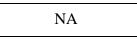
    Priority for Admission to Wards of Staff   Yes ✓ No ☐

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

2012	2013	2014
2	3	1

5.   Furnish the following details of the past three years

a. Number of teachers who have availed the Faculty Improvement Programme

of the UGC/NCTE or any other recognized organization

NA

b. Number of teachers who were sponsored for professional development

	2011-2012	2012-2013	2013-2014
National	0	0	0
International	0	0	0

c. Number of faculty development programmes organised by the Institution

2011-2012	2012-2013	2013-2014
2	2	1

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

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

2011-2012	2012-2013	2013-2014
1	1	1

e. Research development programmes attended by the faculty

2011-2012	2012-2013	2013-2014
1	0	3

f. Invited/endowment lectures at the Institution

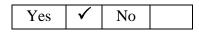| 2011-2012	2012-2013	2013-2014
2	3	3

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	

7.   Are the faculty assigned additional administrative work?

Yes	✓	No	

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

1 Hour

8.   Provide the income received under various heads of the account by the Institution for previous academic session

Grant-in-aid	Nil
Fees	39,24,030.00
Donation	Nil
Self-funded courses	NA
Interest	1,54,249.00
Hostel Surplus	14,432.00
Miscellaneous Income	6,693.00

Criterion VI :Governance and Leadership

9. Expenditure Statement (for last two years)

	2013-14	2012-13
Total sanctioned Budget	4,600,000.00	4,000,000.00
% spent on the salary of faculty	50.16	53.69
% spent on the salary of non-teaching employees	21.1	24.07
% spent on books and journals	3.03	3.00
% spent on developmental activities (expansion of building)	4.67	1.78
% spent on telephone, electricity and water	1.65	2.14
% spent on maintenance of building, sports facilities, hostels, residential complex and student amenities, etc.	4.60	8.41
% spent on maintenance of equipment, teaching aids, contingency etc.	10.62	1.46
% spent on research and scholarship (seminars, conferences, faculty development programs, faculty exchange, etc.)	3.35	2.02
% spent on travel	0.80	1.13
Any other (specify and indicate)		1.65

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.
10,000	-
12,000	-
7,000	-

11. Is there an internal financial audit mechanism?

    Yes ✓   No ☐

Criterion VI :Governance and Leadership

12. Is there an external financial audit mechanism?

Yes ✓ No ☐

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

Administration	Yes ✓	No ☐
Finance	Yes ✓	No ☐
Student Records	Yes ✓	No ☐
Career Counselling	Yes ✓	No ☐
Aptitude Testing	Yes ✓	No ☐
Examination/Evaluation	Yes ✓	No ☐
Assessment	Yes ✓	No ☐

14. Does the Institution have an efficient internal coordinating 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?
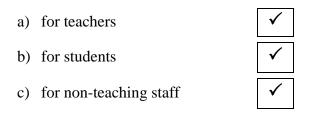
Yes ✓ No ☐

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

Yes ✓ No ☐

Criterion VI :Governance and Leadership

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?
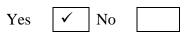
      Yes ✓   No ☐

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 have 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?

	B.Ed. 2013-14				
	Category	**Men**	**(%)**	**Women**	**(%)**
a.	SC	2	3.13	4	6.25
b.	ST	12	18.75	15	25
c.	OBC	2	3.13	22	32.81
d.	Physically Challenged	0	0	0	0
e.	General Category	2	3.13	5	7.81
f.	Rural	18	28.14	46	71.87
g.	Urban	0	0	0	0
	M.Ed. 2012-2013				
	Category	**Men**	**(%)**	**Women**	**(%)**
a.	SC	0	0	0	0
b.	ST	3	8.57	3	8.57
c.	OBC	3	8.57	9	25.71
d.	Physically Challenged	0	0	0	0
e.	General Category	1	2.85	16	45.71
f.	Rural	7	20	24	68.57
g.	Urban	0	0	4	11.43

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

	Category	Teaching Staff	(%)	Non-Teaching Staff	(%)
a.	SC	2	14	2	22.22
b.	ST	0	0	0	0
c.	OBC	5	36	4	44.44
d.	Women	9	64.28	7	77.77
e.	Physically Challenged	0	0	0	0
f.	General Category	7	50	3	33.33
g.	Rural	8	57.1	6	66.6
h.	Urban	6	42.8	3	33.3

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

B.Ed.								
Category	At Admission				On Completion of the course			
	Batch I (2011-12)	%	Batch II (2012-13)	%	Batch I (2011-12)	%	Batch II (2012-13)	%
SC	4	5.8	0	0.0	3	4.5	0	0.0
ST	28	39.1	40	54.1	28	40.9	38	52.1
OBC	21	30.4	23	31.1	21	31.8	23	32.4
Physically Challenged	0	0.0	1	1.4	0	0.0	1	1.4
General Category	17	24.6	11	14.9	15	22.7	11	15.5
Rural	54	78.3	65	87.8	52	78.8	62	87.3
Urban	15	21.7	9	12.2	14	21.2	9	12.7
Total	69		74		66		71	

Criterion VII :Innovative Practices

Category	At Admission				On Completion of the course			
	Batch I (2011-12)	%	Batch II (2012-13)	%	Batch I (2011-12)	%	Batch II (2012-13)	%
SC	1	2.86	1	2.86	0	0.0	1	2.86
ST	1	2.86	0	0.0	0	0.0	0	0.0
OBC	18	51.43	9	25.71	17	54.84	9	25.71
OEC	1	2.85	3	8.57	1	3.22	3	8.57
General Category	14	40.0	22	62.86	13	41.94	22	62.86
Physically Challenged	0	0	0	0	0	0	0	0
Rural	29	82.86	27	77.14	25	80.65	27	77.14
Urban	6	17.14	8	22.86	6	19.35	8	22.86
Total	35		35		31		35	

M.Ed.

Criterion VII :Innovative Practices

EXECUTIVE SUMMARY

National College for Teacher Education is a minority institution promoted by Allama Iqbal Memorial National Foundation for Education and Training (AIMNET), Ernakulam, Kerala. The Foundation was established in 2002 with the noble objective of providing quality Education and Training to reach sections of the society deprived of opportunities for lack of resources, guidance and access. This was one of the reasons why AIMNET chose to move to a rural setting rather than urban locations to set up the College. The Foundation has from the very beginning placed emphasis on delivering quality education and hopes to be the platform to launch a centre of excellence in the years to come.

The College

National College for Teacher Education was crystallized in form and substance in the year 2005. It is located at Meprathupady in Vengola Panchayat, Kunnathunad taluk, in Ernakulam District.

Criterion Wise Aspects

I. Curricular Aspects:

The College offers one year B.Ed. and M.Ed. Programmes. Choice Based Credit and Semester System is followed keeping to the guidelines of Mahatma Gandhi University. The College offers six optional subjects for B.Ed. and five for M.Ed. It has an approved strength of 100 for B.Ed. and 35 for M.Ed.

The College follows the curriculum and syllabus of Mahatma Gandhi University, Kottayam. The curriculum structure provides ample scope for healthy teaching learning processes including internal assessment, field trips, practice teaching, work experience, Educational technology, ICT, case study etc. are mandatory in the curriculum.

The feedback from students, academic peers, alumni, heads of practice teaching schools, mentor teachers, members of Guardian Teachers Association (GTA) and employers are obtained, analysed and deployed for improving the curricular and co-curricular activities. This facilitates quality enhancement of the Institution. Faculty members attend seminars and workshops organised by the University and other educational institutions for quality improvement and professional emancipation.

II. Teaching, Learning and Evaluation

The teaching learning process is strengthened through lectures, seminars, paper presentations, demonstrations, micro-teaching, field trips etc. The ICT resource centre is carefully arranged to be substantially instrumental for accomplishing the objective. Practice teaching is conducted for 40 days in 20 schools for B.Ed. students and internship for 18 days is arranged for M.Ed. students.

Guidance and counselling is provided to the all students according to their needs. The students are continuously evaluated by conducting tests and comprehensively evaluated through seminars and paper presentations in each semester. Based on the performance in tests, assignments/seminars and attendance, weightage of 20% is given for B.Ed. and 25% for M.Ed. in internal assessment.

Our faculty participate in the camp valuations and practical examinations conducted by the University for B.Ed. and M.Ed.

III. Research, Consultancy and Extension

As a post-graduate teacher education institution, research activities are extensively promoted and carried out. Even though no financial assistance has been received from UGC, the Government or University, the College encourages the faculty members to pursue research projects by providing them incentives and other assistance. We publish a research journal *Edusight* annually. The faculty members completed one research project on human rights awareness; two projects in collaboration with SCERT, Kerala and District Panchayat, Ernakulam are in their processing stage. During the past five years, one of our faculty received Ph.D. and two received M.Phil. degree. During 2011-12 and 2012-13 national seminars were organised in the College, fully financed by the Management. Consultancy services-guidance and counselling, legal awareness etc. are functioning in the Campus.

The outreach programmes carried out by the College with the help of NGOs such as SORT, KELSA, RED CROSS etc. have been very successful. We arrange special coaching for competitive examinations like NET, SET and TET. A number of extension activities were carried out during the previous years as add-on and value added programmes.

IV. Infrastructure and Learning Resources

The Campus has 1.36 acres of land and the total built up area is 3040 sq.mtr., facilitates six well furnished classrooms, a multipurpose hall and auditorium, an automated library with nearly 5500 books, 10 magazines and 27 journals, Resource Centres for psychology, science and mathematics education etc.

The book bank system caters to the needs of SC/ST and economically weaker students. The Library Advisory Committee periodically reviews the requirements to update the Library and Information System.

The ICT Resource Centre containing 15 systems with Internet facility is used by faculty and students.

We have a well established Health and Physical Education Resource Centre.

V. Students Support and Progression

Most of the students hail from rural areas including Lakshadweep. The main attention of the College is to provide excellent infrastructure and ideal environment to pursue studies. Students who need further care according to our assessment are provided with tutorial and remedial coaching. The pass percentage of both B.Ed. and M.Ed. for the past two years has been 100.This is accomplished by the effective implementation of the tutor-mentor system.

There is a very effective placement cell. Alumni Association NOSA and Guardian Teacher Association (GTA) are effectively functioning. Regular feedbacks are collected from current students and alumni about the various aspects of the College with respect to the quality of teaching and related activities. A Grievance Redressal cell and Anti Ragging cell are functioning efficiently.

VI. Governance and Leadership

The College has a number of committees such as Planning Committee, Academic Committee, Research Committee, IQAC etc. to facilitate effective organisational functioning. To ensure inclusive meaningful participation and involvement in decision making, teachers are entrusted independent charges of various activities.

The Management strives to strengthen the resource base of the College. All items of expenditure are budgeted and there is transparency in all transactions. The Management provides welfare schemes for the staff and students.

VII. Innovative Practices

The College has initiated many innovative practices for quality enhancement and value education. The IQAC was constituted in the year 2012 as per the norms and guidance of NAAC. The College identifies good qualities and talent through self-appraisal of faculty members, feedback from students, alumni and analyses and discusses the findings in the Academic Committee for quality improvement.

SWOT Analysis

Strength	Weakness
1. Committed Management. 2. Dedicated administrative staff and faculty. 3. Expansive Campus with sufficient infrastructure. 4. Fully automated and optimally customised library. 5. Research culture. 6. Placement cell with special coaching for NET, SET, and TET. 7. Link with national and international agencies.	1. Undue delay in filling merit seats. (Government provides less than 20% students against merit quota which affects the total strength.) 2. Non support of UGC and other central and state level government agencies adversely affect to initialize more schemes.
Opportunities	**Threats**
1. Potential for starting a research centre. 2. Dynamism and support from the Management.	1. Competition from other institutions. 2. Students with low merits opting for teaching profession.

Vision for the Future

Elevate the College to the status of a centre of excellence with research facilities for M.Phil. and Ph.D. programmes.

CRITERION ONE

CURRICULAR ASPECTS

CONTENTS

Independence Day Celebration

Union Installation Ceremony inaugurated by Dr. M.C. Dileep Kumar,
Vice Chancellor, Sree Sankaracharya University of Sanskrit

Justice M.S.A. Siddiqui, Chairman, National Commission for Minority
Educational Institutions, awarding the winners, Ernakulam Law College – Debate
Competition

Drill by Students on Republic Day

Physical Education Exercise

Parade on Sports Day

CRITERION I

CURRICULAR ASPECTS

1.1 CURRICULAR DESIGN AND DEVELOPMENT

National College for Teacher Education was crystallized in form and substance in the year 2005. Fortunately, within three years, the Institution became fully equipped and ready to start a self-financing post-graduate programme, M.Ed. in 2008.

Vision: The Institution views teacher education differently. It is our earnest belief that teacher education is one of the keys to nation building. Only good teachers will be able to inculcate the best of value systems in their wards. The vision of our institution "*Power of Knowledge and Fortitude of Values*" highlights the importance of knowledge and values in student teachers and ultimately in our future generation.

Mission: From the very beginning our institution emphasises on delivering quality, hopes to be a centre of excellence and become an instrument for social change. So, the Institution stands for "*Excellence, Wisdom and Commitment to the Society.*"

Values: The Institution provides a wide range of programmes to develop *professionally responsible, culturally refined, emotionally balanced, intellectually competent, spiritually mature, physically sound, vocationally creative teaching community* for serving the nation in the emerging scenario of education. This is the ultimate goal of our institution.

1.1.1 Objectives of the Institution

The Institution has been established with the noble objective of providing quality education and training to vast sections of the society who are unfortunately deprived of such opportunities due to a variety of factors. This has been highlighted in the objectives of the Institution as enlisted:

(1)   To equip the teachers to become intellectually competent and academically enriched

(2)   To help the socially deprived to catch up with the main stream of the society

(3) To empower the teachers for self-development, development of society and the nation

(4) To create awareness about the issues of ecology and environment

(5) To inculcate value awareness in prospective teachers

(6) To enhance employability skills and to introduce students to new areas of placement

(7) To provide innovative practices in accordance with the global trends and demands

(8) To build faith in democratic principles such as Equality, Liberty, Fraternity and Social Justice

The vision, mission, values and objectives envisaged by the Management are manifested in the functioning of the Institution. The college Prospectus, Magazine, College Website, Calendar and the Newsletter named *Isthiqbal* repeatedly emphasise the need for adhering to these matters. These are further dwelt upon during the orientation programme given to students at the beginning of every academic year. The vision, mission, values and objectives are holistically reflected in the various scholastic and co-scholastic activities of the Institution.

1.1.2 Curricular Development Process

In the academic year 2009, M.G. University revamped its B.Ed. curriculum in the model of Choice Based Credit and Semester System with grading. This was further revised in 2011.

M.Ed. curriculum was also revised to follow the Choice Based Credit and Semester System with grading during 2010-11. The four major aspects of the newly implemented curriculum are:

- Semesterisation
- Credit System
- Continuous Evaluation
- Grading

Table 1.1

Structure of B.Ed. and M.Ed. Programme

Structure of the B.Ed. Programme [Duration 2 semesters]	
Minimum credits required	48
Minimum credits for common courses [4 courses]	22
Minimum credits for core course including teaching practice	22
Minimum credits for complementary elective	4
Minimum attendance required	75%
Structure of the M.Ed. Programme [Duration 2 semesters]	
Minimum credits required	42
Minimum credits for common courses [4 courses]	16
Minimum credits for core course including internship [2x4+2][core – 2]	10
Minimum credits for complementary elective	4
Minimum attendance required	80%
Dissertation and Viva Voce	12

University followed Direct Grading System for B.Ed. and M.Ed. programme under CBCSS, but later in 2014 it was renewed to Indirect Grading for B.Ed.

Before the commencement of each academic year, the feedback collected from faculty, students, alumni, employers and academic experts are submitted to the Academic Committee of the College consisting of Principal and all Faculty members. Feedbacks are discussed and analysed in detail for formulating curricular and co-curricular decisions and for preparing the roadmap for effective implementation.

As our Institution is a self-financing college, our faculty members are not included in the Board of Studies of the university. Nevertheless, all members of the Faculty actively participate in the workshops and seminars conducted by the university for curriculum revision and development. Timely suggestions are forwarded based on the feedback collected from various sources so as to make necessary changes in the curriculum.

The Institution provides full support for the active participation of the faculty in workshops and seminars conducted by the regulatory bodies for curriculum development and quality enhancement.

Table 1.2

Faculty Participation in the B.Ed. and M.Ed. Curricular Development/Revision Process

Name of the Faculty	Name of Workshops/ Seminars Attended and Sponsoring Agency	Date and Venue
• Femina Isaac • Neena Thankappan	Workshop on Film Appreciation and Teaching Creativity in Classrooms [Mahatma Gandhi University Malayalam Teacher Trainers Association]	15-03-2014 SNM Training College, Moothakunnam
• Smitha Kunjappan	International Conference on Life Skills Education [IALSE]	20-02-2014 to 22-02-2014 Loyola College of Social Sciences, Trivandrum
• Smitha Kunjappan	Learning Disabilities and Inclusion [UGC sponsored]	14-02-2014 to 15-02-2014 Mount Carmel College, Kottayam
• Dr. Alka Abbas M.A. • Smitha Kunjappan	National Workshop on "Research Methodology for Academic Research" [M.G.University, UGC Sponsored]	03-02-2014 to 07-02 2014 School of Gandhian Thought and Development Studies, M.G. University
• Smitha Kunjappan	Positive Psychology- Exploring Cognitive, Emotional and Social Levels of Well Being in Learners [UGC sponsored]	23-01-2014 to 24-01-2014 NSS Training College, Changanassery

Name of the Faculty	Name of Workshops/ Seminars Attended and Sponsoring Agency	Date and Venue
• Smitha Kunjappan	Reflections on Reflective Practices [UGC sponsored]	21-11-2013 to 22-11-2013 St Thomas College, Pala
• Dr. Alka Abbas M.A. • Smitha Kunjappan	Research Methodology in Education [M.G. University-School of Pedagogical Sciences, UGC Sponsored]	12-08-2013 to 14-08-2013 School of Pedagogical Sciences, M.G. University
• Dr. Achamma P. Mathew • Dr. Alka Abbas M.A. • Kavitha N. Karun • Sajeev K. Paulose • Smitha Kunjappan • Jayakrishnan P.V. • Yazeeda E.P. • Femina Isaac • K. Kuttappan • Shofin C.S. • Subha R. Kurup • Anumol K.I. • Neena Thankappan	National Seminar on "An Empowered People and an Integrated Nation:- Dimensions of Social Exclusion-the Case of Indian Minorities"	14-08-2013 15-08-2013 National College for Teacher Education, Perumbavoor
• Yazeeda E.P. • Anumol K.I. • Subha R. Kurup	Workshop on Preparatory and Practical Courses in Teaching [All Kerala Training College Teachers Association, AKTCTA]	06-06-2013 Mount Carmel College of Teacher Education for Women, Kottayam
• Neena Thankappan	Workshop on Preparatory and Practical Courses in Teaching [AKTCTA]	04-06-2013 St. Joseph's Training College, Mannanam
• Dr. Achamma P. Mathew • Kavitha N. Karun	Orientation Programme on "A Gamut of Articulation of the Felt Issues and the Paradigmatic Shifts of Recharging Teachers at M.Ed. Degree Level [M.G. University]	03-05-2013 to 04-05-2013 School of Pedagogical Sciences, M.G. University
• Yazeeda E.P. • Smitha Kunjappan	Workshop on Practice Teaching Related Works [AKTCTA]	29-03-2012 Titus II Teachers Training College, Tiruvalla

Name of the Faculty	Name of Workshops/ Seminars Attended and Sponsoring Agency	Date and Venue
• Femina Isaac • Neena Thankappan	Workshop on Guidelines Regarding Teaching Practice [AKTCTA]	27-03-2012 St. Joseph College for Teacher Education for Women, Ernakulam
• Dr. Achamma P. Mathew • Dr. Alka Abbas M.A. • Yazeeda E.P. • Binitha V.J. • Jayakrishnan P.V. • Nitha P.A. • Leena Basil • Shofin C.S. • K. Kuttappan • Femina Isaac • Smitha Kunjappan • Kavitha N. Karun	National Seminar on Inter Disciplinary Research Practices as a Method of Improving the Quality of Teacher Education [National College for Teacher Education, Perumbavoor]	06-09-2012 and 07-09-2012 National College for Teacher Education, Perumbavoor
• Dr. Hashim Muhammed Hamza	National Seminar on Tamil Language, Literature and Grammar	04-08-2011 School of Indian Languages, The Tamil University, Tanjavoor
• Dr. Alka Abbas M. A.	National Seminar on Techno–Pedagogy for Teacher Educators [UGC]	21-07-2011 and 22-07-2011 St.Joseph's College, Ernakulam
• Dr. Hashim Muhammed Hamza	National Seminar on Current Trends in Language Teaching Methods	23-02-2011 and 24-02-2011 Centre of Advanced Study in Linguistics, Annamalai University, Annamalai Nagar
• Yazeeda E.P.	Issue Based Approach on Teaching Social Science [M.G. University]	11-05-2010 Sree Narayana College, Muvattupuzha
• Yazeeda E.P. • Smitha Kunjappan	Orientation to Teacher–Educators on Grading Pattern for Practical Courses of B.Ed. Programme [AKTCTA]	25-06-2010 Sree Narayana College of Teacher Education, Muvattupuzha
• Smitha Kunjappan • Subha R. Kurup	Orientation to Teacher-Educators on Grading Pattern for Practical Courses of B.Ed. Programme [AKTCTA]	24-06-2010 Titus II Teachers Training College, Tiruvalla

Name of the Faculty	Name of Workshops/ Seminars Attended and Sponsoring Agency	Date and Venue
• Yazeeda E.P.	Orientation Programme for University and College Teachers on Student Welfare Activities [M.G. University-Dept. of Student Services]	10-11-2010 St. Teresa's College, Ernakulam
• Subha R.Kurup	Restructured B.Ed. Curriculum [AKTCTA]	03-11-2009 NSS Training College, Changanassery
• Subha R. Kurup	Restructured Credit and Semester B.Ed. Programme [AKTCTA]	05-11-2009 St.Thomas College of Teacher Education, Pala
• Dr. Hashim Muhammed Hamza	International Conference on Dravidian Linguistics in Honour of Prof. S. Agesthialingom	19-08-2009 to 21-08-2009 Centre of Advanced Study in Linguistics, Annamalai University, Annamalai Nagar
• Neena Thankappan	Promoting Research Culture for Enhancing Quality of Teacher Education [UGC co-sponsored, M.G. University]	28-05-2009 and 29-05-2009 St.Joseph College of Teacher Education, Ernakulam
• Yazeeda E.P.	State Level Workshop on Materializing Social Constructivism and Critical Pedagogy [AKTCTA]	16-01-2009 and 17-01-2009 NSS Training College, Changanassery
• Sajeev K. Poulose	Implication of Novel Technological Approaches in Education–State Level Seminar [UGC sponsored]	09-07-2009 and 10-07-2009 SNDP Yogam Training College, Adimaly
• Sajeev K.Poulose	National Seminar cum Workshop "Developing Socially Relevant Research Designs in Education" [UGC sponsored]	27-07-2009 and 28-07-2009 School of Sciences, Kannur University
• Alka Abbas M.A.	National Seminar on Promoting Research Culture for Enhancing Quality of Teacher Education [UGC sponsored]	28-05-2009 and 29-05-2009 St. Joseph's College, Ernakulam

Name of the Faculty	Name of Workshops/ Seminars Attended and Sponsoring Agency	Date and Venue
• Kavitha N. Karun	Seminar on Behavioural Problems of School Students in the Emerging Social Scenario-Assessment and Remedial Measures [M.G. University and AKTCTA]	19-10-2009 School of Behavioural Sciences, M.G. University
• Kavitha N.Karun	Seminar on Psychological Bases of Education [AKTCTA]	20-10-2008 Mount Carmel College, Kottayam
• Shofin C.S.	Curriculum Transaction in Physical Education [AKTCTA]	20-10-2008 Titus II Teachers Training College, Tiruvalla
• Alka Abbas M. A.	Workshop on Reification of M.Ed. Curriculum – Phase II [School of Pedagogical Sciences, M.G. University]	08-08-2008 School of Pedagogical Sciences, M.G. University
• Yazeeda E.P.	Curriculum Transaction in Social Sciences [AKTCTA]	21-10-2008 Titus II Teachers Training College, Tiruvalla
• Yazeeda E.P.	Workshop on Curriculum Transaction based on Constructivist Paradigm [M.G. University-School of Pedagogical Sciences]	26-03-2008 to 28-03-2008 School of Pedagogical Sciences, M.G. University

1.1.3 Global Trends in Teacher Education

The global standards in teacher education are inculcated in the common, core and elective courses offered in our B.Ed. and M.Ed. programmes. The curriculum framework is based on the educational and vocational needs of the learner. Students are provided opportunities to do group projects, social surveys, documentation, seminars, etc. which are organised for the development of interpersonal skills and spirit of teamwork among the student teachers.

We provide hands-on training for preparing teaching aids and in the use of technological devices like LCD projector, OHP and White Boards. Practicum on action research is given in order to develop the investigative mind and research skills of our students. The Institution imparts training for all students in basic computer

application skills and provides facilities like computer laboratory and Internet. Besides, the Institution has a modern media laboratory and language laboratory to improve the communication skills of students. Free Internet access along with Wi-Fi facility is provided in the Library, Computer Laboratory, Faculty Room, Administrative Room and Principal's Room. The Institution conducts classes on value education, computer education, personality development and communicative skills.

The following sessions are conducted for enhancing the employability skills of the teacher trainees:

a) Micro teaching sessions of various teaching skills

b) Demonstration classes by the M.Ed. students, alumni and faculty members

c) Discussion sessions and criticism classes

d) Practice teaching of 40 days duration

The present curriculum design is suitable for meeting the all-round development of the students. Following are the facilities provided in the Institution with respect to scholastic and co-scholastic activities:

a) Communicative English classes

b) NET/SET/TET coaching classes

c) Training in the application of different models of teaching

d) Value education classes

e) Club Activities – Nature club, Tourism club, Literary club, Science club, Mathematics club, Social Science club, Commerce club, Psychology club

f) Campus cleaning and beautification

g) Guidance and Counselling Programme

h) Coaching in indoor and outdoor games – volley ball, throw ball, badminton, chess, carrom

i) Mock parliament

j) SC/ST Monitoring Cell, Women Empowerment Cell, Anti-Ragging Cell, etc.

k)   SUPW and Extension activities –

  ➢ Road Safety Awareness by Red Cross

  ➢ Special School Visits

  ➢ Organ Donation Camps

  ➢ Blood Donation Camp

  ➢ Cancer Awareness Programme

  ➢ Tribal Area Visit and Service

  ➢ Social Survey

  ➢ Glass Painting

  ➢ Soap Making

  ➢ Gardening

1.1.4 Thrust on National Issues

Issues of national importance like national integration and international understanding, environmental education, value education, information and communication technology and maintaining global standards in teacher education are among the focus areas of the Institution as per its objectives.

(i)   Environmental Education

The College has an effectively-functioning Nature Club. Campus cleaning and beautification, gardening etc. are some of the activities. The nature club organises various programmes to create awareness about nature, evils of pollution and intrusion into nature by man. Saplings were distributed to the students of Model School on Environment Day. The World Environment Day, Ozone Day, Earth Day etc. are also observed in a meaningful way in the College. Environmental education was offered as an elective paper in the B.Ed. curriculum.

The members of the College Tourism Club visit places of natural beauty and places of geographical importance. Seminars, exhibitions and various eco-friendly activities are also held in the College.

(ii)   Value Education

Value education equips the students against the prevalent social evils and helps them to become ideal citizens of our country. It is a major unit in the philosophical and sociological bases of education, a common course of the B.Ed. programme. The major areas discussed in the unit are the meaning of values and classification of traditional and constitutional values of the Indian democracy such as secularism and the concept of social justice and equality.

M.Ed. Curriculum also gives prominence to value education. Experts from Sree Sankaracharya University of Sanskrit, Kalady take classes frequently. Every teacher trainee has to take a class on value education during their practice teaching. We impart training to the students for character building and to develop faith in fundamental rights and duties of an Indian citizen.

(iii)   Information and Communication Technology (ICT)

A common course, "Modern Educational Practices" is offered in the B.Ed. curriculum. It covers areas of educational information and communication technology. The M.Ed. programme comprises Information Technology and Modern Educational Practices as a common course. Since computer education is compulsory for all students, the College imparts training to all students in basic computer application skills. In addition to this the Institution provides ICT laboratory equipped with LCD projectors, radio, camera, tape recorder, T.V., white board, computer and Internet facilities. The College also has a modern media laboratory and language laboratory to improve the communication skills of the students.

1.1.5 Use of ICT for Curricular Planning

The Institution makes use of ICT for preparing college calendar, timetable, notices, duties and responsibilities of staff, examination work, assigning students for practice teaching and internship, administrative work, Library, research promotion etc. The members of the faculty utilise ICT laboratory in their day-to-day teaching, for preparing Lesson Plan, Session Plan and for the effective implementation and completion of pedagogic operation. The M.Ed. classes are made dynamic and lively by using ICT laboratory for their presentations, seminars, lectures and discussions.

The Institution provides all the facilities for preparation of PowerPoint presentations. They utilise ICT for demonstration classes, criticism classes, practical examinations, research works and seminars. As ICT is a common course for both the programmes, the Institution provides a fully loaded and well equipped and thrusting ICT laboratory for curriculum planning and transaction.

1.2 ACADEMIC FLEXIBILITY

As the Institution is an affiliated self-financing college under Mahatma Gandhi University, Kottayam, there is limited scope for academic autonomy and flexibility. Nevertheless, the College tries to be flexible by providing students freedom in their choice of elective courses, SUPW activities and curriculum transactions. The Institution provides six core courses for B.Ed. programme such as English Education, Mathematics Education, Natural Science Education, Physical Science Education, Social Science Education and Commerce Education and provides five core courses for M.Ed. programme such as English Education, Mathematics Education, Science Education, Social Science Education and Commerce Education. The Institution offers complementary electives like Elementary Education, Environmental Education, Health and Physical Education for B.Ed. Complementary electives offered for M.Ed. are Guidance and counselling, Special Education and Techniques of evaluation and test construction.

1.2.1 Teaching as a Reflective Practice

While dealing with the various common courses, core courses and complementary electives, the faculty members makes their teaching process reflective and flexible by utilising various methods like project, problem solving; techniques incorporating ICT and lively strategies like discussion, buzz session, brain storming etc.

Demonstration classes and criticism classes are emphatically reflection oriented. During practice teaching, peer review of classes and self-reflection of the student teachers provide ample opportunity for reflection. Evaluation in the form of internal examinations, assignments, seminars, projects and review of the practice teaching by the teacher educator and mentor tutor enable the students to reflect upon their performance.

Internship programme for the M.Ed. students provide plenty of scope for reflective teaching experiences. The research colloquium for selection of topic and preparation of tools at M.Ed. level are reflection oriented.

Resource persons from different fields are invited for promoting reflective teaching. The national seminars organised by the Institution opened up an avenue for the eminent personalities to share their views and reflections.

1.2.2 Varied Learning Experiences

For providing varied learning experiences to the B.Ed. and M.Ed. students inside and outside the Campus, the Institution arranges various service oriented programmes for the backward children in the tribal area of Kuttampuzha, Ernakulam District and for the differently-abled children of M.V. Ibrahimkutty memorial special school, Kuzhuvelipady, Aluva. The students of the Institution conducted a social survey on Human Rights Awareness among the residents of Vengola Panchayat where the Institution is situated. Based on the findings of the survey an awareness class was organised in the Institution jointly with KELSA [Kerala Legal Services Authority]. In collaboration with residents associations of our locality, a cancer awareness class was taken by Dr. Thomas Varughese of Renai Medicity, Ernakulam for B.Ed.–M.Ed. students, students and teachers of model school and for the public.

Apart from the prescribed curriculum of the university a variety of co-curricular activities are organised to ensure adequate additional experiences to students. Thought for the day programme in the morning assembly, debate on current issues, celebrating arts day, sports and games activities, preparation of Manuscript Magazine and College Magazine, club activities, value education classes, national seminars etc. facilitate varied learning experiences for the students within the Campus.

Participation in intercollegiate arts and sports competitions, field trips and study tours, extension activities provide diverse experiences for the students outside the Campus.

1.2.3 Value Added Programmes

In the beginning of each academic year, Communicative English classes are arranged for B.Ed. and M.Ed. students by experts and their verbal and written communication skill in English is tested. The Institution provides training in basic computer application and in the use of LCD projector, OHP, computer and the like to improve the ICT skills of students. The Institution promotes the development of life skills, community orientation and social responsibility among the students through SUPW, extension and club activities such as social survey, orphanage visit, tribal area visit, organ donation etc.

1.2.4 Curriculum Aspects

(i) Inter Disciplinary/Multi-Disciplinary

The Institution provides six core courses for B.Ed. Programme such as English Education, Mathematics Education, Natural Science Education, Physical Science Education, Social Science Education and Commerce Education and provides five core courses for M.Ed. programme such as English Education, Mathematics Education, Science Education, Social Science Education and Commerce Education. The Institution offers complementary electives like Elementary Education, Environmental Education, Health and Physical Education for B.Ed. Programme. Complementary electives offered for M.Ed. Programme are Guidance and Counselling, Special Education and Techniques of evaluation and test construction.

(ii) Multi Skill Development

In the newly revised curriculum there is provision for multi-skill development of teacher trainees through computer assisted instructions, use of multimedia, e-learning, web based learning, interactive learning, individualised instruction, computer fundamentals etc. In addition to this, the College provides training for Microsoft PowerPoint creation and presentation.

Micro teaching sessions contribute to the acquisition of multi skills like questioning, stimulus variation, use of black board, introducing a lesson, reinforcement etc. Each student has to take three micro teaching lessons in a simulated set up. Micro teaching classes are recorded, replayed and feedback is given.

(iii) Inclusive Education

Special care is provided and assistance is rendered to the differently abled students for their successful completion of the course. The Guidance Cell also extends all the necessary support. Braille books are made available in the library for the visually challenged students. During practice teaching, each student teacher is encouraged to conduct one child case study on differently abled students in their respective schools. By providing such inclusive education, the Institution envisages to make the students aware of the needs of the excluded community.

(iv) Practice Teaching

The student teachers are trained in teaching skills beginning with micro teaching sessions, discussion lessons and demonstration classes by experts and criticism classes before they go to schools for their practice teaching. The College offers 40 days of practice teaching during which the teacher trainees go to schools for the actual teaching experience. The students actively engage in the programme with well-equipped teaching manuals, instructional materials, teaching aids etc. The teacher educators, the Principal of the College, mentor teachers and heads of the respective practice teaching schools inspect these teaching sessions and give feedback and suggestions to the trainees for better performance. The teacher trainees have to take a value education class, a class based on innovative lesson, environmental education and physical education classes other than their minimum requirement of 30 teaching lessons.

A specially designed student teacher diary is provided to each student. The diary has provisions for noting down the profile of the school, environmental background of the school, details of the classes taken, student self-reflection on their classes, remarks by the mentor teacher and teacher educators, comments by the physical education teacher as well as by the head of the school and the principal.

(v) School Experience/Internship

As part of the M.Ed. curriculum the students have to undergo an internship of nine days in the school. During this internship they visit schools and observe the classes of B.Ed. trainees and note down their observations. The M.Ed. scholars submit the report of their internship to the Department. The Report given by M.Ed. scholars is later considered by the teacher educators for the improvement of student teachers.

There is ample provision for experiencing all the practical aspects of academic and administrative procedures in schools. During practice teaching, students organise morning assembly, conduct child study, arranges school Library, participate in Mid-day Meal Programme and various other services in schools. The students of our institution served as volunteers in Sub District School Youth Festival held at Perumbavoor, Ernakulam.

(vi) Work Experience/SUPW

Socially Useful Productive Work is an integral part of the curriculum. SUPW includes both product and service. The activities under SUPW are effectively carried out under the able leadership of the faculty. It includes:

- INDIAN RED CROSS – Road Safety Awareness Programme
- Visit to Tribal Area, Special School; SOS
- Glass Painting
- Dyeing and Craft Works
- Making of Soap, Detergent, Tooth Powder, Phenyl etc.
- Book Binding
- Campus Cleaning and Beautification, Gardening
- Supply of Teaching Aids to the Nearby Schools
- Organ Donation Camps
- Awareness Programmes on Life Style Diseases, Monsoon Diseases, Cancer, AIDS, Human Rights, Energy Conservation, Cyber Crime etc.
- Rally – AIDS etc.

(vii) Research Activities

The facilities available in the institution for conducting research are optimally utilised to involve both staff and students to undertake major and minor research projects. Action Research is a part of the B.Ed. and M.Ed. curriculum and the findings help in improving the teaching learning process. National seminars are organised to provide a platform to both staff and students to present their papers.

Curricular Aspects

Extension activities are also promoted to trigger the quality enhancement and learning process of the student teachers.

1.3 FEEDBACK ON CURRICULUM

A well planned feedback mechanism is assured to ensure the smooth functioning of the Institution and is followed by necessary actions.

1.3.1 Sources

The Institution takes feedback from students, faculty members, mentor teachers, heads of practice teaching schools, alumni members, GTA members, employers and academic peers about the courses, curricular aspects, practice teaching, teachers and Campus experiences.

1.3.2 Analysis of Feedback

Before the commencement of every academic year, the feedback collected from students, alumni, GTA, mentor teachers, heads of practice teaching schools, employers and academic peers are kept before the Academic Committee of the College for detailed scrutiny. This feedback is analysed and discussed for formulating and improving certain scholastic and co-scholastic activities of the curriculum. Subsequently measures are taken like demonstration classes by subject experts, orientation to practice teaching session by resource persons and changes in SUPW activities.

The Institution has a proforma for collecting feedback from students on the curriculum, courses, teachers and campus experience after the completion of the course.

Every year before the commencement of practice teaching session, the faculty members visit the schools and discuss about previous years practice teaching sessions with mentor teachers and heads of practice teaching schools. The Institution provides a student teacher diary for getting evaluation from the mentor teachers and heads of concerned schools. The Institution also has a feedback proforma from mentor teachers and heads of practice teaching schools regarding the B.Ed. curriculum.

The College arranges sharing of experiences of the alumni (NOSA) every year and their valuable feedback is also collected.

During the GTA meetings, guardians are encouraged to give suggestions and feedback regarding the scholastic and co-scholastic activities of the Institution.

Feedback is obtained from the employers about the course, teachers and various activities conducted in the Institution.

The Institution takes feedback from academic peers of B.Ed. and M.Ed. Programmes about the scholastic and co-scholastic activities for any revisions or modifications that are required.

1.3.3 Curriculum Development

As our institution is a self-financing college, our faculty members are not included in the board of studies of the university. Even then all members of the faculty actively participate in the workshops and seminars conducted by the university for curriculum revision and development. Timely suggestions are forwarded based on the feedback collected from various sources so as to make necessary changes and improvements in the curriculum.

1.4 CURRICULUM UPDATE

1.4.1 Major Curriculum Revision

B.Ed. curriculum was updated twice during the last five years. In 2009, the Curriculum was modified by introducing CBCSS with grading. As per the revision - common courses, core courses, complementary electives, teaching competence, co-curricular activities, extension activities, study tours etc. were included in the B.Ed. Programme. The M.Ed. curriculum was updated during 2010-11 academic year with CBCSS and grading. In the academic year 2013-2014 direct grading system was changed to indirect grading for B.Ed. by the University.

The newly introduced CBCSS emphasises semesterisation, credit system, continuous evaluation and grading. The revised curriculum is student-centred and focuses on the complete development of the students into skilled competent teachers.

This is further triggered by the continuous student evaluation scheme which contributes to make the teaching learning process more effective. In the present curriculum, a lot of thrust is given to ICT based teaching and learning and thus keep up with the latest trends in education and technology. Introduction of the grading pattern helped to reduce unhealthy competition among the student teachers. The curriculum is also partially choice based which is beneficial to the student teachers.

1.4.2 Strategies of Institution for Curriculum Update

Feedback from students, faculty members, mentor teachers, heads of practice teaching schools, employers, alumni and parents regarding curriculum are collected and scrutinised in the Academic Committee of the College before the commencement of every academic year. According to the feedback collected appropriate plans are designed and timely suggestions are given by the members of the faculty to the regulatory bodies during seminars and workshops to update the curriculum.

1.5 BEST PRACTICES IN CURRICULAR ASPECTS
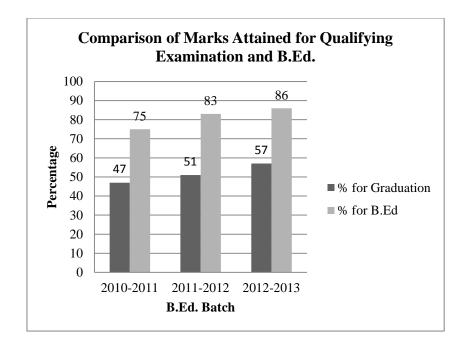
1.5.1 Quality Enhancement Measures

The members of the faculty participate in a number of refresher and orientation programmes to adopt the best practices in teaching and for quality enhancement. Experts and dignitaries from varied fields are invited for the national Seminars organised by the Institution for the benefit of both staff and students. Academic and non-academic measures like remedial teaching, arts/sports activities, research and social projects are conducted. The students are given mentoring, guidance and counselling services on various academic and non-academic aspects. Every year students take initiative in the publication of College Magazine and Manuscript Magazines which provide a platform for displaying their creative abilities through poems, stories and articles. The non-academic activities include celebration of national and international days - Independence day, Republic day, Teachers day, Education Day, Human Rights day, Women's day, Aids Day, Environmental day and various other cultural occasions like Onam, Christmas, Eid etc. ICT supported activities and programmes are particularly planned and executed for quality enhancement.

1.5.2 Planned Curricular Aspects

Before the commencement of every academic year, the Academic committee analyses the feedback collected from various sources. Based on this evaluation, the Institution develops and deploys action plans for both B.Ed. and M.Ed. Programmes for effective implementation of the curriculum. Every member of the faculty develops action plan in their concerned subject area. College provides Academic Calendar with various academic and non–academic activities both for B.Ed. and M.Ed. students.

Majority of the students in the Institution belongs to the Scheduled Tribe who is socially deprived. The relentless efforts made by the teaching faculty and with the effective implementation of the curriculum, these students are able to pass the examinations with high first class and distinction.

CRITERION TWO

TEACHING - LEARNING AND EVALUATION

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A Theatrical Moment – Theatre Club

National Education Day

Environmental Day Celebration

Onam Celebration

Onam Celebration

Christmas Day Celebration

CRITERION II

TEACHING-LEARNING AND EVALUATION

2.1 ADMISSION PROCESS AND STUDENT PROFILE

2.1.1 Admission Process and Admission Policy

The College offers admission to B.Ed. and M.Ed. Programmes of Mahatma Gandhi University. Admission to B.Ed. and M.Ed. course is strictly adhered to rules and regulations of NCTE, Government of Kerala and Mahatma Gandhi University.

Lal Bahadur Shastri Centre for Science and Technology is the nodal agency, appointed by Government of Kerala to prepare the rank list of B.Ed. applications under merit quota. Weightage to each section is published in the website of the government agency.LBS allot students to their opted colleges based on their preference and ranks. 50% of seats are filled from the merit list and the remaining seats are filled by the Management from the list prepared by them.

Mahatma Gandhi University invites application for admission to the M.Ed. Programme. The university conducts an entrance test and publishes rank list. Students are allotted to their opted colleges based on their rank. Minimum marks required for B.Ed. and M.Ed. Programmes are given in Table 2.1

Table 2.1

Minimum Marks Required for Admission

Category	Minimum marks Required(in %)	
	B.Ed.	**M.Ed.**
Open	50 or equivalent CGPA	55 or equivalent CGPA
OBC	45 or equivalent CGPA	52 or equivalent CGPA
OEC	45 or equivalent CGPA	50 or equivalent CGPA
SC/ST	Minimum Pass or equivalent CGPA	Minimum Pass or equivalent CGPA

2.1.2 Advertisement of B.Ed. and M.Ed. Programmes

Details of admission are made available in the College Website www.nationalcollege.edu.in. This is also advertised in Malayalam dailies and weeklies. The Prospectus of the College contains the history and achievements; Vision, Mission, Goals and Objectives of the Institution; details of course and fee structure; scholastic and co-scholastic programmes; institutional facilities etc.

Table 2.2

Mode of Advertisement

Merit Seats	Management Seats
B.Ed. 1) LBS website www.lbscentre.org 2) News papers 3) The College Website www.nationalcollege.edu.in **M.Ed.** 1) The university Website www.mgu.ac.in 2) Press release by the P.R.O. of Mahatma Gandhi University	1. The College Website (www.nationalcollege.edu.in) 2. College Notice Board 3. Newspapers and Periodicals 4. Alumni 5. Brochure 6. Display Boards

2.1.3 Monitoring of Admission

An admission supervisory committee comprising of Principal, HoD -Department of M.Ed., Manager, two members of the Faculty, Programme Coordinator and Administrative Officer is constituted to monitor the admission process. The committee conducts interview for both the open and Management students of B.Ed. and M.Ed. Programmes. Selected students are required to submit the following documents - SSLC book, transfer certificate, conduct certificate, mark list and degree certificates of the qualifying examination and to pay course fee. The guardian and students have to sign an anti- ragging statement at the time of admission.

2.1.4 Strategies to Retain the Diverse Student Population

The students admitted to the Institution belong to diverse social categories including the socially disadvantaged, underprivileged and socially deprived. Merit-cum-Scholarship is provided to the needy and the deserving. Cultural and religious festivals are celebrated with great enthusiasm. Comparatively the Institution has more number of female students. Women Empowerment Cell works for the welfare of female students. The Institution provides hostel facility for female students within the Campus. When the admission process is over, the list of the students is sent to the concerned authorities. The profile of students of current academic year is as follows:

Table 2.3

Distribution of Students of Current Year

Programme	Number of Students			Reserved			Open		
	M	F	Total	M	F	Total	M	F	Total
B.Ed.	18	46	64	16	37	53	2	9	11
M.Ed.	7	28	35	6	12	18	1	16	17

The table given below contains year wise distribution of SC/ST and female students:

Table 2.4

Distribution of B.Ed. Students for the last five years

(SC/ST and Gender wise)

Year	SC/ST (%)		Women (%)		Total
	Number	Percentage	Number	Percentage	
2009-2010	47	33.88	94	77.69	121
2010-2011	23	39.65	50	86.21	58
2011-2012	31	46.27	56	83.58	67
2012-2013	38	52.05	63	86.30	73
2013-2014	33	51.56	46	71.88	64

The College arranges all facilities for students belonging to these diverse categories.

SC/ST monitoring cell actively works for the welfare of the SC and ST students. The cell ensures that the students receive grants, stipends and fee concessions on time.

Guidance Cell ensures that all deserving students get special attention and necessary amenities.

In the year 2012-13, a differently-abled student was admitted to the Institution. As our Library functions in the first floor, the Guidance Cell facilitated her to get all the required books. The Institution ensured her active participation in the Programme and she successfully completed the B.Ed. Programme with an 'A' grade.

2.1.5 Assessment of Students' Knowledge, Needs and Skills

The Institution assesses the knowledge and skills of the newly admitted students to enhance their skills. A Self-Esteem Inventory (developed by Dr. S. Karunanidhi, Professor and Head, Department of Psychology, University of Madras) is administered. Aptitude for teaching is tested through a Teaching Aptitude Test (developed by Mrs. Kavitha N. Karun, M.Ed. Faculty). Competency in English and computer self efficacy are also tested. Based on these tests, the Institution arranges personality development programmes, classes for communicative English and computer training programmes.

2.2 CATERING TO DIVERSE NEEDS

The Institution admits students of different Socio-Cultural and economic backgrounds coming from different parts of the state and from Union Territory of Lakshadweep. The Institution takes necessary steps to cater to the diverse learning needs of these students.

2.2.1 Creating Conducive Teaching-Learning Environment

Mahatma Gandhi University announces the dates of commencement of B.Ed. and M.Ed. Programmes. To acquaint the prospective teachers to the noble profession of teaching, the Institution arranges a Six-Day Orientation Programme every year.

Experts in the field of education are invited for giving orientation classes. Besides them, the Principal, HoD and faculty members conduct classes on different aspects of teacher education. Guardians are invited to attend the Inaugural Function. The Orientation Programme deals with an overall view of the vision, mission, goals, objectives, rules and regulations of the Institution; value of teaching profession, status and code of conduct for the student teachers, detailed structure of the programmes, evaluation processes and various facilities available in the Institution. The College Guidance Cell arranges programmes to develop a positive attitude towards the course and to make the students confident about their potentialities. Some of the programmes are listed below (Table 2.5).

Table 2.5

Details of Orientation Programme

DAY	B.Ed.	M.Ed.
DAY I	Inauguration and GTA Meeting	Inauguration and GTA meeting
DAY II	Orientation about the Programme by Principal and Faculty Members; Self Introduction	Orientation by HoD; Self Introduction
DAY III	Personality Development Programme	Orientation on Effective Usage of Library, Familiarisation of Library; test on Computer Knowledge, administration of Self Esteem Inventory
DAY IV	Orientation on Effective Usage of Library, Familiarisation of Library	Personality Development Programme
DAY V	Orientation on Teaching Profession; Test on Computer Self-Efficacy	Test on Research Aptitude, Orientation on Research
DAY VI	Presentation and Expression of Talents	Presentation and Expression of Talents

The College is situated at a place full of greenery with a calm and quiet atmosphere away from the city. Well ventilated classrooms make the environment conducive to learning. The democratic approach of the Principal and the Faculty ensure optimum performance of student teachers. Following are the facilities provided for creating an overall environment conducive to teaching and learning.

Curricular Facilities

- Qualified and efficient faculty

- Method labs such as Science-Mathematics Education Resource Centre, ICT\Language Lab\Media Resource Centre, Psychology Resource Centre, Health and Physical Education Resource Centre

- Separate classrooms for common and core courses

- Auditorium and seminar hall for meetings and other programmes

- Guidance and Counselling Cell

- Personality development programmes

- Wi-Fi Campus

- Hostel facility for girls and boys

- Different instructional strategies

- Periodical tests, assignments, seminars and projects for Continuous and Comprehensive Evaluation

- Well equipped Library with reprographic and free Internet facility

- Various club activities

- Grievance redressal cell

Co-Curricular facilities

- Play ground for outdoor games such as throw ball, volleyball and shuttle badminton

- Public addressing system for cultural programmes

- Career guidance and placement cell

- Women empowerment cell

- Participation in intra and inter collegiate sports and arts competitions

2.2.2 Catering to Diverse Learning Needs

The following activities are conducted by the Institution to develop social awareness, a sense of responsibility, dignity of labour, social skills, soft skills, life skills etc. under Socially Useful Productive Work (SUPW).

- Visit to SOS (Save Our Soul) Children's Village – Students visited and interacted with the inmates of SOS Children's Village, Edathala, Aluva of Ernakulam District. An amount was contributed to their welfare fund.

- Student teachers and teacher educators visited Multi-Grade Learning Centre, Kuttampuzha to observe teaching learning in special settings

- Conducted a survey on human right awareness and organised a Legal Awareness Programme in collaboration with KELSA (Kerala State Legal Services Authority)

- Awareness programmes on Life-Style Diseases by Mr. Varghese Paul, Director, CALL (Centre for Alternate Learning and Living), Chalakkudy, Thrissur

- Organised blood donation camp in collaboration with Lalu Thomas memorial Library, Meprathupady where the Institution is situated

- Formed organ donation forum in connection with alumni and SORT(Society for Organ Retrieval and Transplantation)

- Prepared teaching aids in workshop and contributed those aids to the Model School.

- Student teachers engage in Campus beautification.

- Soap, toothpaste, floor cleaner and detergents were made under SUPW programme

- Conducted coaching classes for competitive exams like NET, TET and SET (Kerala)

- Conducted Road Safety Awareness Programme in collaboration with Indian Red Cross Society

- Organised Cancer Awareness Programme by Dr. Thomas Varughese, Surgical Specialist, Oncology and Reconstructive Surgery, Renai Medicity, Palarivattom, Ernakulam in partnership with local residents associations of Vengola

- Organised AIDS Awareness Programme, rally and street play in connection with AIDS Day

2.2.3 Activities Envisioned in the Curriculum for Understanding the Role of Diversity and Equity in Teaching Learning Process

The scholastic and co-scholastic activities provided under B.Ed. and M.Ed. curricula guarantee the promotion and development of diversity and equity in the teaching learning process. We undertake the following activities:

- Morning assembly and thought for the day

- Celebration of days of national and international importance

- Celebration of cultural festivals like Onam, Christmas and Eid

- Educational documentary and film shows

- Discussion and debate forum for the promotion of socialization. Social mobility, national integration, international understanding, gender sensitisation etc. are included in 'Philosophical and Sociological Bases of Education'

- Theories of learning, Individual difference and Strategies to meet Individual differences are given in 'Psychological Foundations of Education'

- ICT enabled teaching-learning process

- Value education classes

- Field visits and study tours to places of historical importance

- Research works on social issues, action research, case study etc.

- Various club activities

2.2.4 To Ensure Teacher Educators are Knowledgeable and Sensitive to the Diverse Needs of Students

Teacher educators are expected to be well equipped with attitude, aptitude, skill and knowledge to cater to the needs of student teachers. This is particularly taken into account during the Staff Selection process.

Feedback is periodically collected from the alumni and students about teacher educators. Based on the feedback, the Management ensures the sincere involvement of teacher educators and takes the following measures:

- Through healthy interaction, the teacher educators identify the felt difficulties of student teachers in personal and academic aspects

- Guidance cell maintains a record of all students based on interview and help them to solve their problems

- Economically backward students are identified and the Management gives financial assistance on the recommendation of Academic Committee

- A well-functioning tutor/mentor system

2.2.5 Practices to Develop Various Skills and Knowledge in Student Teachers

The primary goal of the Institution is to develop professionally responsible, culturally refined, emotionally balanced, intellectually competent, vocationally creative teacher community. The following steps are taken to actualize the goal:

- Time is allotted in the time table for students' talent show. After individual performances, student teachers are advised to perform in group to initiate the spirit of team work

- To meet the needs of the diversely capable students, the College has its own tutor/mentor system for both B.Ed. and M.Ed. in which seven to ten students come under a tutor

- Gifted students are given additional assignments, paper presentations etc., to cater to their needs

- General papers of B.Ed. Programme cater to the diverse needs of the student teachers

- The student teachers practice the ways of dealing with diversified needs through SUPW programmes such as

  o Visit of tribal schools

  o Visit of SOS children village

  o Conducting of social surveys

  o Preparation and supply of teaching aids to nearby schools

The Institution caters to the scholastic and co-scholastic needs of student teachers by encouraging various club activities.

Table 2.6

Various Clubs and Activities

Sl. No	Club Name	Major Activities
1.	SCIENTIA - Science club	• Blood donation camp • Energy conservation class • Seminar on contagious diseases • Exhibition of teaching aids
2.	PANGIA – Social Science club	• Coin Exhibition • Field visits • Street play • Tableau • Quiz on freedom struggle and independence • Mock Parliament • Manuscript Magazine
3.	INSIGHT – Psychology club	• Psychology class • Documentation of profiles • ICT related activities • Compilation of articles
4.	Literary club	• Drama presentation • Collection of rhymes • Manuscript Magazine • Creative writing • Literary Quiz • Book Exhibition • Collection of drama CDs

Sl. No	Club Name	Major Activities
5.	MAN-AGE – Commerce club	• ICT related activities • Mock Budget Presentation • Business Album • Seminar on stock market • Discussion on Budget • Industrial visit • Talk on new investment policy
6.	SYMPHONY – Theatre and Music club	• Music appreciation • Honouring old student for winning *Gandharva Sandhya*, a musical reality show • Organizing music events • Workshop on dramatization skills • One act play writing • Non-verbal communication
7.	Debate club	• Conducting debate competitions • Debate on social issues
8.	Tourism Club	• Field visits • Exhibition • Collection of brochures
9.	Nature club	• Preparation of agricultural calendar • Exhibition of medicinal plants • Medicinal garden • Tree planting
10.	ISHANGO- Mathematics club	• Paper presentations on mathematicians • Collection of puzzles • Quiz Competition • Exhibition on aesthetic value of mathematics • Picture albums

2.3 TEACHING-LEARNING PROCESS

The Institution strives to develop professionally responsible, culturally refined, emotionally balanced, intellectually competent, vocationally creative teacher community. The Institution has full-fledged infrastructure, qualified and dedicated Faculty, well equipped Library, well maintained Resource Centres, ICT/Media/Language Lab and a congenial environment to realize the above stated goals. These goals are achieved by effective planning of teaching learning process and optimum utilisation of the resources. While planning and executing teaching learning process we adhere to the following steps:

- In the beginning of each academic year, the Academic Committee meets and evaluate the activities of previous year

- Feedback from the students, alumni, GTA members and heads of practice teaching schools are considered for this evaluation

- The Year Plan is finalised and various sub-committees are formed to execute these plans

- The Timetable and work allotment for two semesters are prepared on the basis of this discussion

- For the effective implementation of the academic plan, changes are incorporated whenever necessary

- Dates of the various activities in the College during the academic year are fixed

- A separate committee is formed for the preparation of the College Calendar. The details of the scholastic and co-scholastic activities are mentioned in the College Calendar

2.3.1 Active Learning

The Institution engages students in active learning by encouraging usage of Library and ICT, formation and functioning of focus groups, individual projects, simulation, internship, peer teaching, role playing, practicum etc.

Usage of Library

- Opportunities are provided for students and faculty for the optimum use of Library

- The College Library contains -5473 books, 27 journals, 550 reference books

- Library automation helps for easy access

- Open access system is introduced to select books of students' choice

- Student teacher can take two to three books at a time

- The Library issues books during examination also

- Timetable is highly instrumental for the effective usage of Library

- The Institution encourages its teachers to select and purchase books to the Library based on the increasing needs

- The Library also contains school text books, resource books and hand books. These books help for the preparation of teaching manuals

- Free Internet access, xerox, printing and scanning facilities are available in the Library

- e-Library facilities like INFLIBNET, N list, ERIC, Sodhaganga, Vidyanidhi etc. are available in the Library

- Timing of Library is 9 a.m. to 5 p.m. on working days and 10 a.m. to 1 p.m. on holidays

Websites and Computer lab

We promote the usage of modern technology to impart curriculum. Internet browsing helps to acquire knowledge of global trends in education.

- Free Internet access is available to students and faculty

- Online tutorials during internship and practice teaching

- Academic forum through social networks

- Audio CDs are developed for audio tutorials

- 15 systems with Internet access are provided in ICT Resource Centre

- The College Website, www.nationalcollege.edu.in is designed to give all relevant information about the College

- Online submission of seminar papers and assignments of students are encouraged

- Blog creation is encouraged as a M.Ed. IT activity

- Students collect addresses of educational websites

- For both scholastic and co-scholastic activities, students use PowerPoint presentations, OHP, web cam, video camera, public addressing system etc. under Educational Technology

PowerPoint presentations prepared by student teachers are listed below:

- Congruent Triangle
- Surface Area of a Pyramid
- Index Notation and Laws of Indices
- Cylinder
- Area of a Trapezium
- Nobel Prize Winners of India

- Gas Laws
- Nuclear Reactions
- Colloids
- Collision
- Hydrogen Bonding
- Conductivity of Solids
- Work Energy Power
- Laws of Motion
- States of Matter

- Major Crops in Kerala
- Solar System
- Harappan Civilization.
- Models of Teaching
- Chemical Bonds
- Electrolysis
- World Religions
- Inertia
- Structural Isomerism

PowerPoint prepared by Faculty

- Assertive, Aggressive and Passive Behaviors
- Boom's Taxonomy
- Different Economic Systems
- Different Land Forms
- Learning Theories
- Life Skills
- Models of Teaching
- Personality Theories
- Planning of Instruction
- Prenatal Development
- Union and State Government
- Yager's Classification of Instructional Objectives

- Construction of Achievement Test
- Modern Agricultural Practices
- Modern Techniques of Cultivation
- Objective Based and Competency Based Evaluation
- Path Towards India's Freedom
- Principles of Curriculum Development for Gifted, Slow Learners, Creative Children
- Qualities of Good Teacher
- World Wars

- Atomic Structure
- Basic Concepts of Heat and Thermodynamics
- Classification of Audio Visual Aids
- Communication
- Communicative Approach
- Educational Technology
- Formative and Summative Evaluation
- Human Right Culture
- Laws of Thermodynamics
- Mass Media in Education
- Natural Approach
- Suggestopaedia

Audio CDs developed for audio tutorials

- Indian Philosophy
- Personality Theories
- Steps of Descriptive Research
- Values
- Methods of Teaching
- Learning Theories

Focus Group Activities

For active learning, focus groups and discussion groups are formed. Student teachers are divided into focus groups consisting of four to six members. Each group has a facilitator and a mentor. Mentor will be changed according to turn. Group projects, group assignments, discussions etc. are conducted by the focus groups.

Individual projects

Individual projects are given for M.Ed. and B.Ed. student teachers. Some of the projects are listed below (Table 2.7):

Table 2.7

List of Projects Done by Student Teachers

Sl. No	Title of the Project	Sl. No	Title of the Project
1.	Anger Expression of B.Ed. Students.	10.	Influence of Advertisement in Consumers
2.	Characteristics of Rational Numbers	11.	Water Resource Management
3.	Characteristics of Altitude	12.	Disappearing Paddy Fields
4.	Distance between Two Points	13.	Global Warming
5.	Components and Harmful Effects of Soft Drinks	14.	Contributions of Raja Ravivarma
6.	Energy for Tomorrow	15.	Drug Addiction among Students
7.	Soil P^H and Capillarity	16.	Analysis of Existing Elementary Curriculum of Kerala
8.	Presence of Pesticides, Insecticides and Adulterants in Fruits and Vegetables	17.	Report of Practice Teaching School
9.	Panchayathi Raj System in Lakshadweep	18.	Mobile Webbed Childhood

Teaching - Learning and Evaluation

Simulation

Simulated situations are given to develop skills, knowledge and attitude when it is not possible to experience the actual situation. Some of the activities are listed below:

- Organisation of Mock Parliament
- Presentation of Mock Budget
- Micro teaching classes to develop skills
- Criticism classes
- Training in disaster management
- Model of volcanic eruption
- Cooperative society
- Dissection of human body

Role Play

Role Play is a technique provided to the student teacher for active learning. The following are some of the activities given under role playing:

- Afforestation
- Attending Skills
- Banking
- Caste System
- Chemical Bonding
- Counselling Skill of Establishing Rapport
- Distribution of Stroke on Communication
- Environmental Pollution
- Hamlet
- Idealism
- Insurance
- Listening Skills
- Parent Child Relationship Patterns
- Periodic Table
- Social Skill Training
- Spelling Correction
- Structure of DNA
- Suffixes
- Types of Leadership
- Naturalism
- Pragmatism

Peer Teaching

Peer teaching is used to cater to the heterogeneous group usually found in the class by ways of enrichment or remedial programmes. Peer teaching is given in areas like methods and techniques of teaching, English proficiency and computer literacy.

Internship

M.Ed. students have to undertake internship of 18 days. Out of these 18 days they have to spend nine days in school and nine days in B.Ed. Training College. In the first spell, M.Ed. students familiarise with the organisational climate of schools and observe the practice teaching classes of B.Ed. trainees. As a part of college experience, they have to take classes to the B.Ed. students both for common courses and core courses.

Practicum

As part of the curriculum student teachers have to do practicum. Some of the practicum undertaken by students are given below:

Table 2.8

List of Practicum Undertaken

Sl. No	Practicum	Area
1.	Child Study	Psychological Bases of Education.
2.	Experiment	Advanced Educational Psychology
3.	Question Bank Preparation	For Different Subjects
4.	Profiles of Psychologists	Advanced Educational Psychology
5.	Innovative Lesson Plans	Core Courses
6.	Collection of Educational Websites	Information Technology
7.	Theory Paper Presentation	For all Areas

2.3.2 Student-Centred Learning

Under the constructivist approach, the role of teacher educator is that of a facilitator and guide. Student teachers are the central point of today's teacher education programme. To make learning more active and student centred, students are

divided into small groups. Various techniques are adopted for ensuring participatory and student centred learning. Some of the techniques are given below:

- Bulletin board activities
- Celebration of festivals
- Club activities
- Concept mapping
- Cooperative and collaborative learning
- Debate
- Dialogue method
- Discussion
- Experiential learning strategies
- Field trip
- Individual assignments
- Participation of SUPW
- Peer teaching
- Presentation of thought for the day
- Problem solving method
- Project method
- Role play
- Self preparation of learning materials
- Web based learning
- Celebration of days like National Education Day, Teachers Day, World Mental Health Day etc.
- Small group techniques such as brainstorming, buzz session

2.3.3 Effective Learning

Teacher educators of the Institution ensure effective learning through various techniques like

- Cognitive Acceleration Method
- Competency-Based Teaching
- Guided Discovery Learning
- Concept Mapping
- Metacognitive Strategies
- Jigsaw Strategy
- Spaced Learning
- Cognitive Apprenticeship Model
- Micro-Teaching Technique
- Psychology Club Activities

- Student teachers conduct Action Research on various topics of current relevance during the practice teaching/ internship period

- Each student teacher has to conduct a case study of an exceptional child in his or her class during the internship period

- Training for preparation of teaching aids is provided by conducting workshops on preparation of teaching aids

- Experts in the field of education are invited to conduct demonstration classes during pre-practice teaching training

- Library periods are allotted in the Timetable for students to avail of the Library resources and to develop their Library skills

- Students' performance is evaluated formatively and summatively

- Teacher Attitude Test, Computer Self-Efficacy Test and Test of English Proficiency are done. Students are motivated and guided according to their performances and the Institution try to bridge the gap by providing computer training and communicative English classes

- The research proposals are presented in a colloquium of Principal, HoD and members of the faculty and give proper feedback

- Computer training classes are conducted for the M.Ed. students to get acquainted with statistical analyses and report preparation

- Workshops are given for teaching aids preparation and PowerPoint presentation

- Classes on micro teaching by resource persons are arranged

2.3.4 Additional Provision for Training in Models of Teaching

In addition to the experiences obtained by using innovative strategies, special training is also given in models of teaching.

Student teachers are familiarised with the theoretical background of each model prescribed in the syllabus, focus, syntax, applications, social systems, principles of reaction, instructional effects and nurturing effects. Lesson-plans are prepared on the following models:

Table 2.9

Models of Teaching Lessons

Optional Subject	Models	Number of lessons
Commerce Education	• Concept Attainment Model • Advance Organizer Model	1 1
English Education	• Synetics Model • Concept Attainment Model	1 1
Natural Science Education	• Inquiry Training Model • Concept Attainment Model	1 1
Social Science Education	• Concept Attainment Model • Jurisprudential Enquiry Model	1 1
Physical Science Education	• Inquiry Training Model • Inductive Thinking Model	1 1
Mathematics Education	• Inquiry Training Model • Concept Attainment Model	1 1

2.3.5 Micro Teaching

Even though the syllabus instructs practice only in three skills under micro teaching, the Institution encourages the student teachers to practice eight skills and record only three skills that are prescribed in the syllabus. These three lessons are video recorded and feedback is given. Re-teaching sessions continue till skill acquisition. Link practice is done after the completion of skill acquisition. Skills practiced are listed below:

- Skill of Questioning
- Skill of Stimulus Variation
- Skill of Using Blackboard
- Skill of Explanation
- Skill of Introducing a Topic
- Skill of Reinforcement
- Skill of Illustrating with Examples
- Skill of Probing Questions

2.3.6 Teaching in Schools

Practice teaching in schools is systematically planned and well arranged. The practice teaching plan is developed in co-operation with the school authorities and mentor teachers. The Principal and faculty personally visit the practice teaching schools and make arrangements for practice teaching. The practice teaching programme is planned in accordance with the University Calendar and the calendars and timetables of the practice teaching schools. After getting the permission from the Heads of the practice teaching schools, the student teachers are sent to the respective schools for collecting the teaching units and Timetable. The feedback provided by the mentor teachers, heads of the schools and teacher educators is analysed and changes are incorporated in the planning.

Pre-Practice Teaching Sessions

- As part of the Pre-Practice Teaching Training Programme, orientation on Microteaching skills is given by the optional teachers and by experts

- Student teachers usually practice eight skills and the three skills included in the syllabus become part of their practical record. The above three lessons are also video recorded. Re-teaching sessions will continue till skill acquisition. Link practice is done after the completion of skill acquisition

- Each student teacher has to include five discussion lessons, five demonstration lessons and ten criticism lessons in their Practical Record

- Experienced teachers, alumni members and M.Ed. students are invited to take demonstration classes. They take classes in real classroom situations and the student teachers interact with them after their class

- Each student teacher takes one criticism lesson. Based on criticism from peer group and teacher educator, re-teaching sessions are conducted in simulated situations

- Student teachers are trained to conduct classes in Health and Physical Education

- Classes under Educational Psychology make student teachers well equipped with knowledge regarding reinforcement, motivation, classroom management and techniques to handle individual differences and also the steps to follow in case study and reporting of case study

- The common course 'Modern Educational Practices' gives theoretical and practical sessions in preparation of achievement test and interpretation of achievement test scores by using statistics. Subject related changes on the evaluation are made according to the optional subjects

Table 2.10

Phases of Preparation for Practice Teaching

Pre Practice Teaching	Orientation on Teaching Skills
	Micro Teaching
	Link Practice
	Discussion Lessons
	Demonstration Classes by Experienced Teachers, Alumni and M.Ed. Students
	Criticism Classes
Practice Teaching	Orientation
	Practice Teaching in Schools

Practice Teaching in schools

The College has tie up with 20 schools for practice teaching. During the previous two years, 16 schools were identified for conducting Practice teaching. The heads of the schools and mentor teachers extend immense help for the successful completion of the practice teaching session. About two to ten student teachers are allotted to each practice teaching school on the basis of the availability of facilities, number of students in the school, divisions or batches of classes and convenience of the student teachers. The following are the schools identified for practice teaching:

Table 2.11

List of Practice Teaching Schools

Sl. No	Name of the School	Sl. No	Name of the School
1.	Govt. HSS, Kadayiruppu	11.	BGHS, Njaralloor
2.	GGHSS, Perumbavoor	12.	GHS, Kuttamasseri
3.	GHSS, Manjapra	13.	GHSS, Akanad
4.	Salem HS, Vengola	14.	GHSS, Pazhamthottam
5.	GHS, Mudikkal	15.	Guardian Angel's, Mannoor
6.	GVHS, Iringol	16.	MGMHSS, Kuruppumpady
7.	GBHSS, Perumbavoor	17.	National School, Vengola
8.	Jama ath HSS, Thandekkad	18.	SNDP HSS, Aluva
9.	NSS, Manikkamangalam	19.	St. Mary's HSS, Kombanad
10.	NSSHSS, Valayanchirangara	20.	St. Thomas HSS, Keezhillam

Details of Practice Teaching

The duration of practice teaching is 40 days. Table given below gives details of number of lessons taken by each B.Ed. student teacher during practice teaching:

Table 2.12

Minimum Number of Lessons Taken During Practice Teaching Session

Lessons	Minimum Number
Optional Subject	30
Health and Physical Education	3
Innovative Practices	2
Value Education	1
Environmental Education	1
Total	**37**

The student teachers prepare detailed lesson plans and submit them to the teacher educators for correction. Teacher educators make the necessary corrections and the lesson-plans are finalised. Teaching aids which are to be used in the schools are also finalised by the teacher educators.

- The concerned mentor teachers in the schools verify the lesson plans and the teaching aids prepared by the student teachers before the class. Mentor teachers are often present in the classroom while student teachers take class and provide feedback

- Teacher educators observe classes of the student teacher for a minimum of three times during the entire practice teaching session. Feedback is recorded in the student teacher diary and communicated in person. In some cases, three observations may not be sufficient. In such cases teacher educators do more than three observations

- The principal also gives necessary feedback to each student teacher after observing classes

- Head of the school observes the classes and gives suggestions

- Peers and school teachers other than the mentor teacher observe classes and give suggestions

- The M.Ed. scholars too make their observations on the classes of the student teachers during their internship programme. They submit observation schedule to the M.Ed. department. Their observations are discussed with the concerned optional teachers

- Physical education classes are observed by the physical education teachers of the School and College

2.3.7 Process of Block Teaching /Internship of Students in Vogue

- Since the B.Ed. Programme follows semester system, the teaching practice is to be completed in a single spell during the second semester

- Students are allotted to 20 different schools for a period of 40 days

- As part of the M.Ed. Programme, each M.Ed. student supervises five teaching practice lessons of B.Ed. students. The feedback is collected and submitted to the M.Ed. department.

- Student teachers participate in all the activities of the schools like morning assembly, co-curricular activities of the school, sports and games, organisation of the School Library, various clubs, PTA meetings, preparation of manuscripts, newsletters and other relevant activities

- B.Ed. students are intended to learn the pattern of organisation of the school.

- Student teachers take class charge if they are required to do so

- Diagnostic tests and remedial teaching are provided as and when necessary

- After the completion of 30 lessons, an achievement test is conducted

- Each student teacher identifies an exceptional child and conducts a case study and submits a report

- Student teachers take a minimum of 30 lessons in subject, two innovative lessons, three health and physical education lessons, one value education and one environmental education lesson

2.3.8 Cooperation and Partnership among the Practice Teaching Schools and College in Planning and Development of Practice Teaching Session

- The practice teaching plan is developed in cooperation with the school authorities and mentor teachers

- The Principal and Faculty personally visit the practice teaching schools and make arrangement for practice teaching

- Before the commencement of practice teaching session, the feedback given by the mentor teachers and heads of the school regarding previous sessions are analysed and changes are incorporated in lesson planning, teaching aids etc.

- An orientation on real activities in school is given by experienced school teachers invited for the purpose

- DIET faculty and members of District Resource Group are invited to the College to give classes before practice teaching

- Teacher educators interact with mentor teachers and heads of the schools to get suggestions and feedback regarding all round performance and involvement of student teachers

- Even though school authorities allow the student teachers to use laboratories, maps, charts etc. that are available in school, they have to prepare appropriate teaching aids

2.3.9 Preparation of Student Teachers to Manage Diverse Learning Needs of Students in Schools

The B.Ed. Programme contains courses like Philosophical and Sociological Foundations of Education, Educational Psychology, Modern Educational Practices and Methodology of Teaching. The theoretical knowledge and practice sessions equip the student teachers with knowledge and skills to deal with diverse needs of students in the schools. Table given below shows the areas covered in the above subjects catering to diverse needs.

Table 2.13

Contents Included in Different Courses –Semester Wise

Sl. No	Title of the Course	Content
I Semester		
1.	Philosophical and Sociological Bases of Education	Different Philosophies of Education and Methods related to them, Education and Social Change, Education and Values
2.	Educational Psychology	Learning Theories, Motivation and Reinforcement, Development of the Learner and Information Processing
3.	Modern Educational Practices	Use of ICT in Education, Interaction Analysis, Edgar Dale's Cone of Experience, Techniques of Evaluation
4.	Optional papers	Teaching Strategies like Cooperative Learning, Seminars, Assignment, Discussions, Tutorials, Group Work, Project etc.
II Semester		
1.	Development and Management of Education in India	Challenges of Education, Education and Indian Constitution and School Management
2.	Personality Dynamics In Education	Individual Difference, Learners Need Special Attention, Motivation, Reinforcement, Classroom Management, Type of Leadership, Guidance and Counselling and Case Study
3.	Pedagogic Analysis of Optional Paper	Pedagogic Analysis of Subjects

- By giving opportunities to watch feature films like Taare Zameen Par, Three Idiots, Black, Philip and Monkey Pen, I'm Possible etc., the Institution aims at creating awareness about learning disability, uniqueness of individual and role of the teacher in dealing with such unique situation as well as creating awareness about the state of the underprivileged, isolated and marginalised stream of the society and thereby develop a philanthropic attitude

- ICT enabled teaching learning process in the College gives confidence to student teachers in using these technologies during Practice Teaching Session

- Under extension activities and SUPW, student teachers visit tribal schools, special schools and orphanages. It gives direct experience of children having diverse needs.

2.3.10 Initiatives for Encouraging Student Teachers to Use/Adopt Technology in Practice Teaching

- We have well equipped ICT/ Media / Language Resource Centre. The seminar hall is equipped with LCD projector, Public Address System and Over Head Projector

- Students present seminar papers by using OHP and LCD

- As there is free Internet access in the College Library and ICT Resource Centre, the student teachers can download information and make use of it for preparing teaching learning materials for practice teaching sessions

- The timetable includes time slots for practical sessions at ICT Resource Centre/Language Lab

- A workshop is conducted for the preparation of PowerPoint presentation. Student teachers prepare PowerPoint presentations and use them during practice teaching

- A Computer Self-Efficacy Test (modified by our faculty) is administered at the time of admission. Though the majority of them have knowledge in computer, the College still gives training in computer fundamentals to make them more skilled

2.4 TEACHER QUALITY

The Institution has adopted as its goal – developing professionally responsible, culturally refined, emotionally balanced, intellectually competent and vocationally creative teacher community. We believe that the real strength of a nation is the creation of such a teacher community, because the future of a nation is shaped from the classrooms. Teacher education is the corner stone for the nation building process.

2.4.1 Development of Practice Teaching Plans

Practice teaching plans are developed in partnership with the school staff and mentor teachers. Details are given below:

- The Institution gets permission from the competent authorities of Education Department to conduct practice teaching in 20 High/Higher Secondary Schools in Ernakulam District

- The staff council discusses in detail the strength of student teachers in different optional subjects, their convenience, strength and number of divisions in the practice teaching schools and identifies 14 – 15 schools from the 20 schools

- Before the commencement of practice teaching session the feedback given by the heads of the schools and mentor teachers regarding previous sessions are analysed and changes are incorporated

- Every year heads of the practice teaching schools are invited to the College for a discussion meeting to gather valuable suggestions regarding schedule of practice teaching and preparation of teaching learning materials

- Resource persons like members of District Resource Group and DIET Faculty are invited to conduct an Orientation Programme on lesson planning. Teacher educators train the student teachers to prepare teaching manual based on the above discussed models and university directions.

2.4.2 Ratio of student teachers to identified practice teaching schools

- Usually one or two students from each optional subject are allotted to each practice teaching school

- To each identified school, the number of student teachers allotted will be between two and ten based on the following criteria:
  - ➢ Strength of student teachers in each optional subject
  - ➢ Number of divisions in each standard in the School
  - ➢ Permitted number of seats in each subjects
  - ➢ Convenience of student teachers
  - ➢ Availability of both English and Malayalam medium divisions in the School

Table 2.14

Student Allotment to Practice Teaching Schools during the Year

(2012-2013)

Sl. No	Name of the School	CM	EN	MT	NS	PS	SS	Total
1.	Govt. HSS, Kadayiruppu		2	2	2	2	2	10
2.	Salem VHS, Vengola		1	2	1	2	2	8
3.	GGHSS, Perumbavoor	2			1	1	1	5
4.	Jama ath HSS,Thandekkad	1	2	1	1		3	8
5.	GBHSS,Perumbavoor		2		1		1	4
6.	NSSHSS, Valayanchirangara				1	2	2	5
7.	GHS, Mudikkal				1	1	1	3
8.	GVHS, Iringol			1				1
9.	BGHS, Njaralloor				1		1	2
10.	GHSS, Pazhamthottam	1		1	1		2	5
11.	GHS, Kuttamasseri				1	1	1	3
12.	GHS, Cheranalloor				1	1		2
13.	National School, Vengola		1			1		2
14.	St. Thomas HSS, Keezhillam		1		1	2		4
15.	Guardian Angel HSS, Mannoor		1				1	2
16.	MGMHSS, Kuruppumpady	2	1	2		1	1	7
	Total	6	11	9	13	14	18	71

2.4.3 Mechanism of Giving Feedback

- Each student teacher is provided with a Student Teacher Diary to mark observations by the teacher educator, mentor teacher, the principal and Head of the Practice Teaching School. Suggestions and remarks are noted in that diary after observing the class. Student teachers themselves reflect on their own classes and read it out to others from the Diary

- The mentor teacher, heads of the School and the teacher educator evaluate the student teacher in a prescribed format prepared by the College

- Suggestions are also given personally

- The teacher educator personally interacts with the student teacher regularly for improvement

- The M.Ed. scholars as a part of their internship observe the classes and give reports to the M.Ed. department

- The teacher educator visits the class minimum three times and principal at least once

- Peer and Faculty of Health and physical education observe the classes

Table 2.15

Mode of Feedback of Practice Teaching on Student Teachers' Performance

Sl. No	Persons	Writing in Diary	Rating Scale	Direct Interaction
1.	Principal of the College	✓		✓
2.	Principal/Head of School	✓	✓	✓
3.	Mentor teacher	✓	✓	✓
4.	Optional teacher	✓	✓	✓
5	M.Ed. Scholars		✓	
6.	Peer Group		✓	✓
7.	Self-reflection	✓		

The feedback for each student teacher is collected from the mentor teacher, teacher educator, M.Ed. scholars and peers. This feedback is used for:

- Giving suggestions to make improvement in teaching process, upgrading quality of instructional materials and modification in teacher behavior

- Modification of pre-practice preparation

- Modifying the evaluation proforma

- Evaluating the student teachers

A schedule for feedback is prepared by the Institution in consultation with experts. Major components of the feedback is given in Table 2.16

Table 2.16

Major Components of Feedback

Sl. No	Major components
1.	Lesson planning
2.	Orientation/preparation/introduction
3.	Strategies adopted and learning activities
4.	Learning material/instructional devices
5.	Maintaining classroom climate
6.	Communication
7.	Effective dealing of student responses
8.	Consolidation/assessment
9.	Follow-up
10.	Teacher

2.4.4 Ensuring that Student Teachers are Updated on the Policy Directions and Educational Needs of the Schools

- Faculty regularly visit websites of the Department of General Education, Kerala and motivate student teachers to go in detail regarding new policies and regulations

- Paper presentations are done based on Right To Education

- National level seminar is conducted on minority education and rights

- The debate club conducts debates on recent trends in education

- Class on Kerala Educational Rules (KER) is conducted

2.4.5 Keep Pace with the Recent Development in the School Subjects and Teaching Methodologies

Updating of knowledge is essential to meet the emerging needs of teacher education and school education. We move in pace with the changing nature of education in the following ways:

- Attend seminars and workshops organised by university, education department, other teacher education colleges and organisations in the field

- By conducting guest lectures by experts from universities, District Resource Centre (DRC), DIET etc.

- Through books and journals available in the Library

- Visiting other libraries for further reference

- Through interaction with teacher educators of other institutions

2.4.6 Initiatives to ensure personal and professional development of the teaching staff of the Institution

The Institution always motivates its teachers for personal and professional development through the following ways:

- Teachers without doctoral degree have been encouraged to register for Ph.D. programme

- The Management gives 'No Objection Certificate' to teachers who register for part time Ph.D. Programme

- Teachers are given leave for doing Ph.D. course work, for visiting libraries and also during the final stage of the Ph.D. Programme

- Faculty members and students are motivated to publish research articles in College Journal, other journals and magazines

- The Management provides financial support to teachers for carrying out minor research projects

- Encourages the staff members for attending international and national seminars, workshops etc. by sanctioning 'On-Duty Leave' and also by giving TA, DA and Registration fee for the purpose

- Institution organises seminars and workshops for staff enrichment

- The Institution favours professional and academic growth of the Staff by giving promotions and pay revision

- Details of workshops and seminars attended by the Faculty are already given in Table 1.2 of Criterion I.

2.4.7 Mechanism to Reward and Motivate Staff Members for Good Performance

- The Management and the principal appreciate the meritorious achievement of staff members by honouring them with awards and incentives

- The staff members are constantly motivated by the Management and the Principal

- The Management motivates the Faculty to enrich themselves by attending seminars, workshops, orientation programmes, refresher courses and other courses

2.5 EVALUATION PROGRAMMES AND REFORMS

Evaluation is the third vertex of the teaching learning process. The quality of teaching learning process can be enhanced by introducing proper techniques of evaluation.

2.5.1 Identification, Communication and Addressing of Learning Barriers

For identifying the barriers to students' learning, the Institution practices systematic evaluation processes. The Self-Esteem Inventory, Examination Anxiety Test, Anger Management Test, Computer Self-Efficacy Test, Teaching Aptitude Test and Communicative English Test are some of the evaluation processes employed for identifying the difficulties. Besides various tests, barriers are identified and rectified through various classroom interactions.

The learners with discrepancies are given proper remedial programmes. A Self Esteem Inventory is administered to newly admitted student teachers to have awareness about them. Training in personality development is suggested to those in need. Anger Management Techniques and Rational Emotive Behaviour Therapy are given to those recognised through Anger Management Test. The student teachers who

have anxiety at the time of examination are identified using Examination Anxiety Test. They are given training in Yoga and music appreciation. Periodic health checkup makes the student teachers aware about their health and physical fitness.

Computer Self-Efficacy Test judges the skill of student teachers in computer basics. Basic computer awareness on MS Office is provided to those who lack skill in computer operations. To check the teacher quality, a Teaching Aptitude Test is administered to the newly admitted student teachers and is given training in teaching skills. For identifying the barriers in communicating through English language, a Communicative English Test is given and proper remedial programmes are given to those in need. For improving general awareness, news reading, quiz, debates, cartooning, observing of important days etc. are adopted.

Table 2.17

List of Identified Barriers and Remedial Programmes

Sl. No.	Barriers	Identification Process	Addressing Programmes
1	Conducive Environment	Anger Management Test	Anger Management Techniques& REBT
		Examination Anxiety Test	Training in Yoga & Music Appreciation
		Self Esteem Inventory	Personality Development Programme
		Health check up	Health and Physical Fitness Awareness Programme
2	Infrastructure	Power failure Connectivity	Purchased generator Use of wireless connections with broadband
3	Access to Technology	Computer Self-Efficacy Test	Provided basic computer awareness-MS Office
4	Teacher Quality	Teaching Aptitude Test	Training in Teaching Skills
5	English Language	Communicative English Test	Regular Remedial English Programmes
6	General awareness	Classroom interactions General awareness Test	News reading, Quiz, Debates, Cartooning

2.5.2 Evaluation Processes

A multilevel evaluation process is practiced in the Institution for assessing student learning. Mahatma Gandhi University introduced the Credit and Semester System and direct grading at B.Ed. level (2009) and M.Ed. level (2011). The University subsequently changed direct grading for B.Ed. and introduced absolute grading system from 2013. In the new curriculum, the ratio of internal and external evaluation is 1:4 in B.Ed. and 1:3 in M.Ed. The academic development of the student is evaluated through continuous internal assessment and end semester examinations. The internal assessment is done for the theory and practical. The internal assessment for theory examination is based on attendance, assignments/seminars and test papers. Assignments are evaluated on the bases of punctuality, review, content, conclusion, and references. Seminar is assessed on the bases of content, presentation, conclusion, and references. Details are given below:

Table 2.18

Parameters for Assignment

Sl. No	Parameters Assignment	Weightage/Mark
1	Punctuality	1
2	Review	1
3	Content	1
4	Conclusion	1
5	Reference	1

Table 2.19

Parameters for Seminar

Sl. No	Criteria For Seminar	Weightage/Mark
1	Content	1
2	Presentation	2
3	Conclusion	1
4	Reference	1

For internal assessment, attendance is considered in the following manner.

Table 2.20

Weightage Based on Attendance

Sl. No.	% of Attendance	Grade For M.Ed.	Marks For B.Ed.
1	Above 90%	A	5
2	85% - 89%	B	4
3	80% - 84%	C	3
4	76% - 79%	D	2
5	Below 75%	E	1

The Internal Assessment for practical is based on students' performance in the practice teaching and related practical works they have to complete as part of the B.Ed. Programme.

To acquaint the M.Ed. scholars with secondary/higher secondary practices and the practices of B.Ed. Programme a compulsory Internship Programme is scheduled in the first semester for 18 working days of which the first half is done in a secondary/higher secondary school and the other half in a B.Ed. College. Components of internship and their weightages are shown below:

Table 2.21

Weightage for Internship (M.Ed.)

Sl. No	Components Of Internship	Weightage
1	Performance in B.Ed. class	1
2	Report on secondary/higher secondary experiences	2

The external evaluation for theory and practical is conducted by the university. In the M.Ed. Programme, students have to submit a dissertation and appear before the University Board of Examination for viva-voce.

2.5.3 Communication of Assessment/ Evaluation Outcomes

Every month the attendance of the students are tabulated and displayed on the Notice Board.

The course coordinator collects and compiles the internal marks of each course. The marks are published on the Notice Board and students are given enough time to report their grievances, if any. The Grievance Redressal Cell takes up the grievances and acts immediately.

Guardian Teacher Association (GTA) meeting is held after the internal examinations for communicating the performances of student teachers.

After the internal tests and model examinations, a remedial session is arranged to rectify the errors and corrections are given for the betterment of performances.

2.5.4 ICT in Assessment/Evaluation

Foreseeing the relevance of ICT in teaching learning process, they are extensively used in the evaluation processes.

- The Institution makes use of ICT in evaluating the teaching skills of the student teachers by observing their performance during simulated teaching sessions

- During the Micro teaching session the performance of each student teacher are recorded and scrutinised for providing them immediate feedback so that they can arrange re-planning and re-teaching

- University portals are operated through the safe mechanism designed by the university for assessment and evaluation

- ICT facilities are utilised for compiling the internal marks of students

2.6 Best Practices in Teaching – Learning and Evaluation Process

The Institution assures quality teacher education through various strategies adopted from time to time.

2.6.1 Best Practices in Teaching

- The Institution takes initiatives to adopt interdisciplinary mode of teaching in complementary topics

- Online tutoring during internship period and semester breaks

- Student teachers are initiated to take lessons on environmental education while practice teaching

- Teacher educators promote online submission of assignments and seminars

- Sharing of education related ideas through social networking

- Usage of *Gyandarshan* and *Victers* Channel programme for updating knowledge

2.6.2 Practices in Learning

- Preparation of teaching aids in workshops and distributing it to the Model School

- Collection and compilation of profiles of psychologists

- Creation of Blogs

- Peer evaluation

- Practicing more teaching skills

- Submission of assignments online

- Introduction of yoga and music to improve student performance

2.6.3 Best practices in Evaluation

- Peer evaluation during practice teaching

- Teacher evaluation by student teachers

- Evaluation of campus experience and performance by alumni members

- Assessment of student behaviour by using different tests

2.6.4 Best Practices in the Delivery of Instruction, Including Use of Technology

- Faculty and M.Ed. scholars develop audio CDs for audio tutorial

- Teacher educators use LCD projectors for transaction of curriculum

- Student teachers are motivated to prepare and use PowerPoint presentations in learning process

- Web-based assignments are given to acquaint with global trends in education

- Self-instructional modules are prepared by Faculty members

- Learner participation is promoted by providing opportunity for reflection

By adopting the best practices in Teaching-Learning and Evaluation, the Institution aims to develop a teaching community equipped to bring about dynamic changes and impact in the wider spectrum of Education.

CRITERION THREE

RESEARCH, CONSULTANCY AND EXTENSION

Sir Sayyid Week Celebration inaugurated by Sri. P.K. Abdul Azeez, Vice Chancellor, Aligarh Muslim University. Prof. Bahavudheen is also present.

Justice M.S.A. Siddiqui, Chairman, National Commission for Minority Educational Institutions inaugurating the National Seminar

Audience of National Seminar

Study Tour

Residents Association Members Attending a Seminar Organised by the College

Release of The Lakshadweep Journal of our students by Sri. K. Babu,

Honourable Minister for Excise and Fisheries, Government of Kerala

CRITERION III

RESEARCH, CONSULTANCY AND EXTENSION

3.1 PROMOTION OF RESEARCH

The College established a Research Committee in the year 2012 consisting of Principal as the Chairman, HoD- Department of M.Ed. as the Convener, two members from the Faculty and one Management Nominee as the committee members.

The objectives of the committee are:

- To motivate the teachers to enthusiastically involve themselves in research in collaboration with GOs and NGOs

- To utilise the research facilities available in the College to the maximum

- To encourage the Faculty to undertake major and minor research projects

- To publish a research journal annually

- To identify and solve the difficulties faced by the M.Ed. students in their dissertation work

- To get approval from the Management for organising national-level seminars/workshops

- To motivate the teachers to present research papers in seminars/workshops and to publish them in College Journal and other journals

- To identify the thrust areas of research in different disciplines

- To recommend to the Management to subscribe for national and international journals, e-journals and periodicals for the Library

- To recommend to the Management for financial support to carry out minor and major research projects

3.1.1 Institutional Motivation

The Institution always motivates teachers to take up research in education through the following ways:

- Teachers without Ph.D. degrees have been encouraged to register for doctoral programme

- The Management gives 'No Objection Certificate' to teachers who register for part time Ph.D. Programme

- Teachers are given leave for doing Ph.D research, for visiting libraries and also during the final stage of the Ph.D. Programme

- Guest lecturers are appointed as substitutes when teachers do Ph.D. Programme

- The Management purchases new and modified versions of psychological tests and equipments for the promotion of research work

- Members of the Faculty and students are motivated to publish research articles in the College Journal, other journals and magazines

- Management takes every measure to equip the Library with international and national journals

- The Management provides financial support to teachers for carrying out minor research projects

- The staff members are encouraged to attend international and national seminars, workshops etc. by sanctioning 'On-Duty Leave' with TA, DA and registration fee

3.1.2 Thrust Areas of Research Prioritised by the Institution

The Institution encourages research on all aspects of education. It depends on the researcher's interest in areas like psychology, technology, philosophy, sociology and other disciplines. As part of the Curriculum, M.Ed. students have dissertation and B.Ed. students have case studies and projects. The thrust areas of research prioritised by the Institution are given below:

- Science Education
- Mathematics Education
- Social Science Education

➢ English Education

➢ Commerce Education

➢ Educational Psychology

➢ Educational Technology

➢ Guidance and Counselling

➢ Value Education

➢ Constructivist Approaches

➢ Human rights Education

➢ Sociology of Education

➢ Sociology of Science

➢ Health Education

➢ Environmental Education

➢ Models of Teaching

3.1.3 Action Research

The Institution encourages action research. Action research is a practical approach to professional inquiry in any social situation. Action research is promoted by the College extensively. It is part of the B.Ed. and M.Ed. Curriculum. Each teacher trainee is guided to prepare action research on day to day school related problems. Action Research is conducted in practice teaching schools and the research outcome is very beneficial to all concerned. The Institution also encourages all the teacher educators to take up action research in relation to the problems that they come across in their teaching. The teacher educators make use of their findings in improving quality of teaching and guiding. The following are some of the action researches taken up by the Faculty and students:
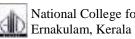
Table 3.1

Action Researches Conducted by the Faculty and Students

Sl. No	Name	Topic	Outcome and Impact
1.	Femina Issac (Asst. Prof. in Mathematics Education)	Inability to Correlate Life Experiences with Mathematical Concepts	Students can relate and apply mathematical concepts with life situations
2.	Subha R. Kurup (Asst. Prof. in English Education)	Difficulty in Speaking English	Practice and participation improves the speaking ability of students
3.	Neena Thankappan (Asst. Prof. in Natural Science Education)	Problems Faced by Students while Drawing Diagrams in Biology	Regular practice improves students drawing skills
4.	Sajeev K. Paulose (Asst. Prof. in Education)	Social Maladjustment of High School Students	Healthy family atmosphere decelerate social maladjustment
5.	Nazrath P.M. (Asst. Prof. in Physical Science Education)	Difficulties Faced by Students in Balancing Chemical Equations.	Students develop confidence in balancing any chemical equation
6.	Sreekanth M. (B.Ed. Student)	Lack of Knowledge in Current Affairs	Availability of newspapers help to improve the knowledge in current affairs
7.	Ashitha N.C. (M.Ed. Student)	Motivational Techniques in Teaching English	Language learning is most effective when students are motivated
8.	Kavitha N. Karun (Asst. Prof. in Education)	Examination Anxiety of B.Ed. Students	Practicing yoga and meditation helps to reduce examination fear and anxiety

3.1.4 Details of Seminars Organised

a) Title- "Interdisciplinary Research Practices as a Method of Improving the Quality of Teacher Education"

A two day National seminar on 'INTER DISCIPLINARY RESEARCH PRACTICES AS A METHOD OF IMPROVING THE QUALITY OF TEACHER EDUCATION' was organised on 6th and 7th of September 2012. The Seminar focused on an array of inter-disciplinary areas in the field of education and specifically targeted teacher educators, students and research scholars. **Dr. Godfrey Louis,** Pro-Vice-Chancellor, Cochin University of Science and Technology inaugurated the session. The plenary sessions were handled by **Prof. Dr. A. Sukumaran Nair,** Ex. Vice Chancellor, M.G. University, Kottayam, a prominent personality in the field of education; **Dr. Kodirangappa,** Professor, Government College of Education, Chickballapor-Karnataka; **Dr. M.A. Khader,** Former Director-SCERT, Member, N.C.T.E-Southern Regional Committee and **Dr. Reena George**, Associate Professor, Karmela Rani Training College, Kollam.

The Delegates presented and had discussions on the following themes:

- **Interdisciplinary Research Practices**
- **Women Empowerment**
- **Sustainable Development**
- **Life Skills Education**

Teachers and research scholars from various teacher education institutions presented papers on themes related to the seminar. **Dr. T.K. Mathew,** Associate Professor, Titus II Teachers Training College, Tiruvalla chaired and evaluated the presentations and acknowledged it as a vicarious experience to the student community.

Prof. Dr. A. Sudharma, Dean and Director, School of Pedagogical Sciences, M.G University, Kottayam was the chief guest to the valedictory session. The seminar was academically vibrant and was well appreciated by the participants.

b) Title- ''An Empowered People and an Integrated Nation: Dimensions of Social Exclusion- the case of Indian Minorities''

With a view to promoting and inculcating the idea of an empowered nation through dutiful commitment to the nation and people, the team of National College for Teacher Education initiated a National Seminar - 'AN EMPOWERED PEOPLE AND AN INTEGRATED NATION: DIMENSIONS OF SOCIAL EXCLUSION- THE CASE OF INDIAN MINORITIES' on 14th and 15th August 2013. **Justice M.S.A. Siddiqui, Chairman, National Commission for Minority Educational Institutions inaugurated the seminar. K. P. Dhanapalan** M.P.**, Saju Paul** M.L.A.**, Dr. Sheena Shukkur** Pro-Vice-Chancellor**,** M.G. University, Kottayam graced the event with their presence.

Dr. Shabisthan Gaffar, Chairperson, Committee on Girls Education, NCMEI stressed through her words the need for providing quality education to the weaker sections and minorities.

Dr P. Naseer, Director, Department of Minority Affairs, Government of Kerala; **Justice P.K. Shamsudheen, Adv. T.P.M. Ibrahim Khan, Adv. P. Chandrasekharan** (High Court of Kerala)also participated by sharing their views and thoughts about the needs, prospects and problems of minority education existing at national and state levels.

An Inter-Collegiate Debate on 'Social Exclusion –Internal or External' was conducted in connection with the seminar and teams from different colleges participated. **Adv. C. Khalid**, former Law Secretary, Government of Kerala was the moderator and could efficiently mediate on the topic. Government Law College, Ernakulam was adjudged as the best team.

The Seminar could make the participants ponder over many issues of social exclusion and rejuvenate a better outlook and concern for the needy to cater to the dimensions of social exclusion.

3.1.5 Details of Seminars and Workshops Attended by the Faculty

Table 3.2

Faculty Participation in Work Shops and Seminars

Name of the Faculty	Name of Workshops/ Seminars Attended and Sponsoring Agency	Date and Venue
• Femina Isaac • Neena Thankappan	Workshop on Film Appreciation and Teaching Creativity in Classrooms. [Mahatma Gandhi University Malayalam Teacher Trainers Association]	15-03-2014 SNM Training College, Moothakunnam
• Smitha Kunjappan	International Conference on Life Skills Education [IALSE]	20-02-2014 to 22-02-2014 Loyola College of Social Sciences, Trivandrum
• Smitha Kunjappan	Learning Disabilities and Inclusion [UGC sponsored]	14-02-2014 to 15-02-2014 Mount Carmel College, Kottayam
• Dr. Alka Abbas M.A. • Smitha Kunjappan	National Workshop on "Research Methodology for Academic Research" [M.G. University, UGC Sponsored]	03-02-2014 to 07-02 2014 School of Gandhian Thought and Development Studies, M.G. University
• Smitha Kunjappan	Positive Psychology-Exploring Cognitive, Emotional and Social Levels of Well Being in Learners [UGC sponsored]	23-01-2014 to 24-01-2014 NSS Training College, Changanassery
• Smitha Kunjappan	Reflections on Reflective Practices [UGC sponsored]	21-11-2013 to 22-11-2013 St Thomas College, Pala
• Dr. Alka Abbas M. A. • Smitha Kunjappan	Research Methodology in Education [M.G. University-School of Pedagogical Sciences, UGC Sponsored]	12-08-2013 to 14-08-2013 School of Pedagogical Sciences, M.G. University

Name of the Faculty	Name of Workshops/ Seminars Attended and Sponsoring Agency	Date and Venue
• Dr. Achamma P. Mathew • Dr. Alka Abbas M.A. • Kavitha N. Karun • Sajeev K. Paulose • Smitha Kunjappan • Jayakrishnan P.V. • Yazeeda E.P. • Femina Isaac • K. Kuttappan • Shofin C.S. • Subha R. Kurup • Anumol K.I. • Neena Thankappan	National Seminar on "An Empowered People and an Integrated Nation: Dimensions of Social Exclusion-the Case of Indian Minorities"	14-08-2013 & 15-08-2013 National College for Teacher Education, Perumbavoor
• Yazeeda E.P. • Anumol K.I. • Subha R. Kurup	Workshop on Preparatory and Practical Courses in Teaching [All Kerala Training College Teachers Association, AKTCTA]	06-06-2013 Mount Carmel College of Teacher Education for Women, Kottayam
• Neena Thankappan	Workshop on Preparatory and Practical Courses in Teaching [AKTCTA]	04-06-2013 St. Joseph's Training College, Mannanam
• Dr. Achamma P. Mathew • Kavitha N. Karun	Orientation Programme on "A Gamut of Articulation of the Felt Issues and the Paradigmatic Shifts of Recharging Teachers at M.Ed. Degree Level [M.G. University]	03-05-2013 to 04-05-2013 School of Pedagogical Sciences, M.G. University
• Yazeeda E.P. • Smitha Kunjappan	Workshop on Practice Teaching Related Works [AKTCTA]	29-03-2012 Titus II Teachers Training College, Tiruvalla
• Femina Isaac • Neena Thankappan	Workshop on Guidelines Regarding Teaching Practice [AKTCTA]	27-03-2012 St. Joseph College for Teacher Education for Women, Ernakulam

Research, Consultancy and Extension

Name of the Faculty	Name of Workshops/ Seminars Attended and Sponsoring Agency	Date and Venue
• Dr. Achamma P. Mathew • Dr. Alka Abbas M.A. • Yazeeda E.P. • Binitha V.J. • Jayakrishnan P.V. • Nitha P.A. • Leena Basil • Shofin C.S. • K. Kuttappan • Femina Isaac • Smitha Kunjappan • Kavitha N. Karun	National Seminar on "Inter Disciplinary Research Practices as a Method of Improving the Quality of Teacher Education" [National College for Teacher Education, Perumbavoor]	06-09-2012 and 07-09-2012 National College for Teacher Education, Perumbavoor
• Dr. Hashim Muhammed Hamza	National Seminar on Tamil Language, Literature and Grammar	04-08-2011 School of Indian Languages, The Tamil University, Tanjavoor
• Alka Abbas	National Seminar on Techno–Pedagogy for Teacher Educators [UGC sponsored]	21-07-2011 & 22-07-2011 St. Joseph's College, Ernakulam
• Dr. Hashim Muhammed Hamza	National Seminar on Current Trends in Language Teaching Methods	23-02-2011 and 24-02-2011 Centre of Advanced Study in Linguistics, Annamalai University, Annamalai Nagar
• Yazeeda E.P.	Issue Based Approach on Teaching Social Science [M.G. University]	11-05-2010 Sree Narayana College, Muvattupuzha
• Yazeeda E.P. • Smitha Kunjappan	Orientation to Teacher–Educators on Grading Pattern for Practical Courses of B.Ed. Programme [AKTCTA]	25-06-2010 Sree Narayana College of Teacher Education, Muvattupuzha
• Smitha Kunjappan • Subha R. Kurup	Orientation to Teacher-Educators on Grading Pattern for Practical Courses of B.Ed. Programme [AKTCTA]	24-06-2010 Titus II Teachers Training College, Tiruvalla

Name of the Faculty	Name of Workshops/ Seminars Attended and Sponsoring Agency	Date and Venue
• Yazeeda E.P.	Orientation Programme for University and College Teachers on Student Welfare Activities [M.G. University-Dept. of Student Services]	10-11-2010 St. Teresa's College, Ernakulam
• Subha R.Kurup	Restructured B.Ed. Curriculum [AKTCTA]	03-11-2009 NSS Training College, Changanassery
• Subha R. Kurup	Restructured Credit and Semester B.Ed. Programme [AKTCTA]	05-11-2009 St. Thomas College of Teacher Education, Pala
• Dr. Hashim Muhammed Hamza	International Conference on Dravidian Linguistics in Honour of Prof. S. Agesthialingom	19-08-2009 to 21-08-2009 Centre of Advanced Study in Linguistics, Annamalai University, Annamalai Nagar
• Neena Thankappan	Promoting Research Culture for Enhancing Quality of Teacher Education [UGC co-sponsored, M.G. University]	28-05-2009 and 29-05-2009 St.Joseph College of Teacher Education, Ernakulam
• Yazeeda E.P.	State Level Workshop on Materializing Social Constructivism and Critical Pedagogy [AKTCTA]	16-01-2009 and 17-01-2009 NSS Training College, Changanassery
• Sajeev K. Poulose	Implication of Novel Technological Approaches in Education–State Level Seminar [UGC sponsored]	09-07-2009 and 10-07-2009 SNDP Yogam Training College, Adimaly
• Sajeev K.Poulose	National Seminar cum Workshop "Developing Socially Relevant Research Designs in Education" [UGC sponsored]	27-07-2009 and 28-07-2009 School of Sciences, Kannur University

Name of the Faculty	Name of Workshops/ Seminars Attended and Sponsoring Agency	Date and Venue
• Alka Abbas M. A.	National Seminar on Promoting Research Culture for Enhancing Quality of Teacher Education [UGC sponsored]	28-05-2009 and 29-05-2009 St. Joseph's College, Ernakulam
• Kavitha N. Karun	Seminar on Behavioural Problems of School Students in the Emerging Social Scenario-Assessment and Remedial Measures [M.G. University and AKTCTA]	19-10-2009 School of Behavioural Sciences, M.G. University
• Kavitha N.Karun	Seminar on Psychological Bases of Education [AKTCTA]	20-10-2008 Mount Carmel College, Kottayam
• Shofin C.S.	Curriculum Transaction in Physical Education [AKTCTA]	20-10-2008 Titus II Teachers Training College, Tiruvalla
• Alka Abbas M. A.	Workshop on Reification of M.Ed. Curriculum – Phase II [School of Pedagogical Sciences, M.G. University]	08-08-2008 School of Pedagogical Sciences, M.G. University
• Yazeeda E.P.	Curriculum Transaction in Social Sciences [AKTCTA]	21-10-2008 Titus II Teachers Training College, Tiruvalla
• Yazeeda E.P.	Workshop on Curriculum Transaction based on Constructivist Paradigm [M.G. University-School of Pedagogical Sciences]	26-03-2008 to 28-03-2008 School of Pedagogical Sciences, M.G. University

3.2 RESEARCH AND PUBLICATION OUTPUT

3.2.1 Development of Self Instructional Materials/ Teaching Aids

Teachers and teacher trainees participate in different activities related to the development of self-instructional materials/ teaching aids for enhancing the quality of teaching and learning. The College faculty members develop self-instructional

materials such as modules, programmed learning materials, lesson transcripts based on models of teaching, print materials, non-print materials, digitalised materials and question banks for instructional purpose. In addition, they develop PowerPoint, OHP sheets, charts on various topics as instructional materials.

Self-instructional materials are developed by the students in the area of Commerce, Mathematics, English, Science and Social Science in the form of lesson transcripts based on various models of teaching, strategies and techniques of teaching at the M.Ed. level. PowerPoint presentations are prepared by the students while taking seminars in their respective subjects. The student teachers prepare low cost teaching learning materials and use them during teaching practice in schools.

Well-equipped Science and Mathematics Education Resource Centre, Psychology Resource Centre, Arts and Work Experience Resource Centre are provided for effective teaching learning process. The ICT Resource Centre is equipped with computers, LCD projector, television, educational CDs etc. In addition to this, we make use of language lab to improve the communication skills. The teachers commendably incorporate all these facilities into their teaching modules for improving the quality of teaching.

3.2.2 Institutional Facilities for Developing Instructional Materials

Institution has adequate facilities for developing instructional materials. Method labs for all the teaching subjects are established in the Institution. Institution has computers, OHP and LCD projectors, Internet facility, Wi-Fi facility, digital copier, printers, scanners, TV, digital camera, video camera etc. The College has a well–equipped ICT lab. Library has resourceful materials for reference.

3.2.3 Institutional Support for Developing ICT and Technology based Resource Materials

The Institution extends all help to the Faculty for developing ICT and Technology based resource materials on core, elective and optional subjects. Free Internet access is provided to all the students and staff members.

Members of the Faculty actively involve in the preparation of question banks in their respective subjects. Students are motivated to prepare CDs in their respective teaching subjects. All the students have to prepare PowerPoint, OHP sheets etc. for taking seminars and for their practice teaching sessions.

3.2.4 Training Programmes and Workshops on Instructional Material Development and SUPW

a. Organised by the Institution

Training in basic computer knowledge like MS Word, PowerPoint and net browsing are given to students for preparing instructional materials. Extension lectures and interaction with eminent and competent personalities are arranged regularly for the self-development of the students. Training for soap making, detergent powder making, tooth powder making and glass painting are organised time to time for SUPW Programme. Workshops on preparation of teaching aids are also organised by the Institution.

b. Attended by the staff

The College always motivates the Faculty members to attend national conferences, workshops and seminars to enrich their knowledge with recent developments in the field. All the staff members have attended various training programmes and workshops related to their areas. The details are already given in Table 3.2.

c. Training provided to the staff

Periodical FDP programmes such as orientation classes, training in basic computer knowledge, communication skills etc. are organised time to time by the Institution.

3.2.5 Paper Publications

Journals in which the Faculty members have published papers in the last five years are given in the table below.

Table 3.3

List of Paper Publications by the Faculty

Sl. No	Name of Faculty	Title of the Paper	Name of Magazine in which Published	Date of Publication
1.	Dr. Alka Abbas M.A.	Relationship between Life Skills and Social Maturity of Higher Secondary School Students of Ernakulam District.	*Edufocus -* A Peer Reviewed Research Journal in Education, St.Joseph's College of Teacher Education, Ernakulam	Vol.8, No.1, June 2014
2.	Dr Achamma P. Mathew & Shameer K.	Relationship between Teacher Commitment and Teacher's Attitude Towards School Commercialism among Higher Secondary School Teachers in Calicut District	*Edusight,* Research Journal of National College for Teacher Education	June 2014
3.	Kavitha N. Karun & Sreejesh C.S	Parent Child Relationship and Achievement among Secondary School Students of Ernakulam District	*Edusight,* Research Journal of National College for Teacher Education	June 2014
4.	Sajeev K. Poulose & Vineetha T.R	Effectiveness of Mathetics on Achievement in Mathematics among Secondary School Students of Ernakulam District	*Edusight,* Research Journal of National College for Teacher Education	June 2014
5.	Dr. Alka Abbas.M.A & Tessy Tomy	Relationship between Linguistic Intelligence and English Language Proficiency among Secondary School Students of Ernakulam	*Edusight*, Research Journal of National College for Teacher Education	June 2014

Sl. No	Name of Faculty	Title of the Paper	Name of Magazine in which Published	Date of Publication
6.	Kavitha N. Karun & Sandhya P.R	Human Right Awareness and Values among Secondary School Students of Ernakulam District	*Edusight,* Research Journal of National College for Teacher Education	June 2014
7.	Dr. Alka Abbas.M.A & Leena M. Paul	Effectiveness of Metacognitive Strategies on Achievement in Biology of Secondary School Pupils of Ernakulam District	*Edusight,* Research Journal of National College for Teacher Education	June 2014
8.	Neena Thankappan	Role of Science Club in Developing Environmental Awareness of Secondary School Students	*Edusight*, Research Journal of National College for Teacher Education	June 2014
9.	Nazrath P.M	Attitude of Higher Secondary Teachers towards Grading System	*Edusight*, Research Journal of National College for Teacher Education	June 2014
10.	Jayakrishnan P.V	A study on the Organisational Climate of Higher Secondary Schools in Malappuram District of Kerala	*Edusight*, Research Journal of National College for Teacher Education	June 2014
11.	Dr Achamma P. Mathew & Priyanka K.P	Relationship between Competence Beliefs and Goal Orientation in Mathematics among Higher Secondary School Students of Ernakulam District	*Edusight,* Research Journal of National College for Teacher Education	June 2014
12.	Smitha Kunjappan	Discourse and Pragmatic Competence in English as an Indicator of 21stCentury Life Skills	Proceedings Published in Accordance with the Seminar	Feb 2014

Sl. No	Name of Faculty	Title of the Paper	Name of Magazine in which Published	Date of Publication
13.	Smitha Kunjappan	A Review of Discourse Failure as a Language Learning Disability with a Response to Diversity	Proceedings Published in Accordance with the Seminar-Learning Disabilities and Inclusion	Feb 2014
14.	Smitha Kunjappan	A Study on Spiritual Intelligence in Relation to Global Perspective among Final Year Degree Students	Proceedings Published in Accordance with the Seminar	January 2014
15.	Smitha Kunjappan & Neethu Antony	A Study on Global Perspective in Relation to Pragmatic Competence in English among college Students of Ernakulam District	*Edusight,* Research Journal of National College for Teacher Education	June 2013
16.	Sajeev K. Poulose & Divya T.B	Effectiveness of Whole Brain Teaching on Achievement in Biology among Secondary School Students of Ernakulam District	*Edusight*, Research Journal of National College for Teacher Education	June 2013
17.	Yazeeda E.P	Perception of Teacher Educators and Student Teachers on the Introduction of Entrance Test in the B.Ed. Programme	*Edusight*, Research Journal of National College for Teacher Education	June 2013
18.	Femina Issac	Teacher Awareness on learning disabilities- a study at primary level	*Edusight,* Research Journal of National College for Teacher Education	June 2013
19.	Dr. Alka Abbas.M.A & Fahad Kombath	Relationship between Social Intelligence and Life Skills among Higher Secondary School Students	*Edusight,* Research Journal of National College for Teacher Education	June 2013

Sl. No	Name of Faculty	Title of the Paper	Name of Magazine in which Published	Date of Publication
20.	Dr. Alka Abbas.M.A & Seema C.R.	Effectiveness of Problem based Learning on Achievement in Physics of Students at Secondary Level	*Edusight,* Research Journal of National College for Teacher Education	June 2013
21.	Dr Achamma P. Mathew & Panchami P.C.	Relationship between Thinking Styles and Science Process Skills of Secondary School Students of Ernakulam District	*Edusight,* Research Journal of National College for Teacher Education	June 2013
22.	Kavitha N. Karun & Ginto Thomas	Reflective Thinking and Moral Judgement among Higher Secondary School Students of Kannur District	*Edusight*, Research Journal of National College for Teacher Education	June 2013
23.	Dr Achamma P. Mathew & Aswathy V.A.	Effectiveness of Interactive Model on Enhancing Spatial Ability and Achievement in Mathematics among Students of Standard IX of Ernakulam District	*Edusight*, Research Journal of National College for Teacher Education	June 2013
24.	Dr. Alka Abbas.M.A & Nimmy George	Relationship between Self-Efficacy and Social Adjustment among Higher Secondary School Students of Ernakulam	*Edusight*, Research Journal of National College for Teacher Education	June 2013
25.	Sajeev K. Poulose & Smitha Paul	Effectiveness Of Cognitive acceleration Method on Achievement in Physics among Secondary School Students of Ernakulam District	*Edusight,* Research Journal of National College for Teacher Education	June 2013

Sl. No	Name of Faculty	Title of the Paper	Name of Magazine in which Published	Date of Publication
26.	Kavitha N. Karun & Divya Jacob	Spiritual Intelligence and Altruism among Higher Secondary School Students of Ernakulam District	*Edusight*, Research Journal of National College for Teacher Education	June 2013
27.	Subha R. Kurup	Effectiveness of Language Games for Teaching Vocabulary and Structure at Upper Primary Level	*Edusight,* Research Journal of National College for Teacher Education	June 2013
28.	Kavitha N. Karun & Lisha Mathew	Emotional Intelligence and Classroom Management of Primary School Teachers of Ernakulam District	*Edusight,* Research Journal of National College for Teacher Education	June 2013
29.	Dr. Hashim Muhammed Hamza	Urdu Education in Kerala after Independence at School Level	The Indian Journal of Research Anvikshiki	Vol.5, No.6, December 2011
30.	Dr. Alka Abbas.M.A.	Effectiveness of Multimedia on Enhancing Achievement in Chemistry among Secondary School Students of Ernakulam District	Proceedings of National Seminar on Techno –Pedagogy for Teacher Educators, St.Joseph's College of Teacher Education, Ernakulam	July 2011
31.	Dr. Hashim Muhammed Hamza	Urdu in Kerala	Arima Nokku	Vol.5, No.2, July 2011
32.	Dr Alka Abbas M.A	Metacognition among Secondary School Students	Endeavours In Education, Research Journal of Farook Training College, ISSN 0976-4275, VOL-2, ISSUE-1,	Vol.5, No., 1 January 2011

3.2.6 Awards Received

Details of the awards received by the Faculty members in last five years are given below.

Dr. Alka Abbas M.A.	–	Awarded Ph.D. in Education
Kavitha N. Karun	–	Awarded M.Phil.in Education
Jayakrishnan P.V.	–	Awarded M.Phil.in Education

3.2.7 Minor Research Projects Completed

➢ **Details of the Minor research projects completed by the staff members of the Institution in last five years**

Table 3.4

Minor Research Projects Completed

Name of the Faculty	Topic	Area	Year of Completion
Dr Alka Abbas M.A., Kavitha N. Karun and Yazeeda E.P.	A Study on Human Rights Awareness among Residents of Vengola Panchayat	Education	2012

Table No. 3.5

Ongoing Minor Research Projects

Sl. No.	Name of the Faculty	Topic	Area
1.	Dr. Alka Abbas M.A and Kavitha N. Karun	A Study on the Effectiveness of Thaecondo Training Imparted to Girl Students – A Project under Ernakulam District Panchayat	Women empowerment
2.	Dr. Alka Abbas M.A, Kavitha N. Karun and Nazrath P.M.	How far the Mentoring Technique Introduced by SCERT in the D.Ed. Programme was Implemented Effectively	Education

3. 3 CONSULTANCY

3.3.1 Consultancy Services

The consultancy services provided by the Institution in last five years are given in Table 3.6.

Table 3.6

List of Consultancy Services in the Institution

Sl. No.	Area of Consultancy	Name of the Faculty	Beneficiaries
1	Guidance and Counselling Service	Kavitha N. Karun	Community, School Students and Teacher Trainees
2	Legal Service	Dr. Hashim Muhammed Hamza & K. Kuttappan	Teacher Trainees and Faculty

3.3.2 Consultancy Work

The Institution has competent staff members who undertake consultancy work in various areas. The College gives orientation to the students in the beginning of every year about the different consultancy services available in the College. Guidance and counselling services are provided to B.Ed. and M.Ed. Students. Staff members of the College provide not only guidance for career building but also give personal guidance to students so that they can solve their personal, family and social problems with confidence. Various strategies for stress management such as yoga, meditation, physical exercises are practiced in the College. Students are made aware of their Legal rights, Women's rights, Right to Information, etc. through Legal Consultancy Service.

The Institution publicizes the expertise through the College website, pamphlets, newsletter- *Isthiqbal*, Brochure etc.

3.3.3 Free Consultancy

Staff members are service-minded. They willingly do free consultancy for the welfare of the students and staff. The College bears the entire expenditure for effective consultancy services and its preparation.

3.3.4 Consultancy and Revenue

Since the College is providing free consultancy services every year, no revenue has been generated.

3.4 EXTENSION

3.4.1 Benefits to Local Community

The Institution has organised a number of programmes for the benefit of local community partnering with NGOs and GOs. Some of them are mentioned below:

• Lakshadweep Fest – "LACCADIV 2014"

Lakshadweep fest was hosted by the tourism club in the College. The fest was inaugurated by Shri K. Babu, Minister of Fisheries and Excise, Government of Kerala. The fest was a multifaceted show of traditional food items. It was made appealing by exhibition of corals, photographs and presentation of cultural background of Lakshadweep. Besides students, local people also visited the exhibition and bought the traditional food items.

• Visit to Tribal Area

The students and Faculty members visited and interacted with the students of Multigrade Learning Centre (MGLC) situated at Kunjippara, Kuttampuzha panchayat, a tribal area of Ernakulam District. An amount was contributed to them besides distributing clothes and learning materials such as notebooks, pen, pencils, instrument boxes etc.

• Spit-Free Kochi Campaign

The Institution has a student youth initiative forum 'Aadya', formed particularly for the participation of students in socially relevant matters. 'Aadya' organized a Spit-Free Kochi Campaign which was flagged off by **Retd. Justice V.R. Krishna Iyer** at his residence on 15-08-2012. Kochi Mayor Mr. Tony Chammani was also present.

• Organ Donation Programme Partnering with SORT (Society for Organ Retrieval and Transplantation)

An organ donation programme was organised in the College partnering with SORT on the day of Alumni meet 2012-2013. Alumni members, students and Faculty members gave their 'consent letter' for organ donation. An awareness class was also conducted.

- Cancer Awareness Programme Partnering with Renai Medicity, Palarivattom, Ernakulam

    A cancer awareness programme was organized by the College partnering with Renai Medicity and sponsored by local residents association. Dr Thomas Varughese, surgical specialist- oncology and reconstructive surgery, Renai Medicity, conducted the class and highlighted that cancer prevention should start from our kitchens itself.

- Road Safety Awareness Class Partnering with Indian Red Cross Society

    The Institution organised a Road safety awareness class in association with Indian Red Cross Society for the students of National College, National School and for the general public. Mr. Adarsh Kumar Nair, Joint Regional Transport Officer, Ernakulam conducted the class.

- Refresher Programme on Innovative Teaching-Learning Style for High School Teachers of Lakshadweep.

    One day refresher programme in the various islands of Lakshadweep on innovative teaching-learning style for High School teachers of Lakshadweep under the leadership of our principal was well appreciated by the Department of Education- Island of Kavaratti, Lakshadweep.

- Premarital Counselling Programme Collaborating with Cheraman Trust, Kodungalloor.

    In collaboration with Cheraman trust, Kodungallor of Thrissur district the Institution initiated a premarital counselling programme for the upliftment of the community and youth in particular.

- Human Right Awareness Partnering with KELSA(Kerala Legal Services Authority)

    An awareness class on 'Protection of Rights of Women and Children' was organised in the College as a follow up activity in connection with the minor project - A study on Human Rights Awareness among residents of Vengola panchayat. Local community actively participated in this venture.

- INTEL

    Technology is a tool for bringing changes in the field of education that helps in promoting independent learning and enquiry based teaching-learning. The College organised a class on new trends in technology in the field of education by Mr. Manoj Sankar S., Chief of INTEL group, Kerala. He stressed that technology is a tool for inculcating qualitative changes in education.

- Visit to 'Save Our Soul' (SOS) Village

    The students and teachers visited the SOS village, Aluva, Ernakulam - an orphanage settlement and conducted different cultural programmes. An amount was contributed from National family.

- Visit to M.V Ibrahimkutty Memorial Special School Kuzhivelipady- Aluva, Ernakulam

    The Staff and students of B.Ed. and M.Ed. visited the special school and entertained the inmates. They shared a working lunch.

- Scholarship to the Toppers

    Cash awards are given every year to the top scorers of class 8, 9 and 10 of two nearby schools- Vocational High School, Salem and MSRVHS, Mazhuvanoor, Ernakulam District.

- AIDS Awareness Programme

    Health Club of the College organise AIDS Awareness classes, rally and street plays in connection with AIDS Day every year.

- Energy Conservation Day

    Energy Conservation Day is observed by the Social Science club with various programmes such as awareness classes by KSEB engineers, cartoon competition, slow cycle race. Besides students, members of the local residents' association also participate.

- Examination Centre for Private Registration Students under MG University

    Our college is a centre for the university examinations for private registered B.Com students. Local students are the beneficiaries.

- Supply of Teaching Aids to Practice Teaching Schools

    Improvised teaching aids made by our B.Ed. students are distributed to some of the practice teaching schools for effective teaching learning process.

- Gram Sabha

    The Institution is also a venue for Gram Sabha meetings and other local body activities.

- Sapling Distribution

    Saplings were distributed to students of National School on Environment day by the Nature club.

- Awareness Programme on Life Style Diseases

    An awareness class on various life style diseases was arranged by Science club for the students and local people. Mr. Varghese Paul, Director, Center for Alternate Learning and Living was the resource person.

3.4.2 Relationship between Community and the Institution

    The Institution has immensely benefited from the local community by maintaining a cordial relationship. The College arranges sports meet every year in the Vengola Panchayat Playground near the College. The College receives good cooperation from the villagers for the Programme. The local households help the students by arranging toilet facility, drinking water, etc. Some of our students reside as paying guests in nearby houses.

    Experts from society are invited for extension lectures. The College invites community representatives, parents and alumni on different occasions and gets feedback.

    The authorities of government, aided and unaided schools, willingly extend their cooperation in permitting our B.Ed. students to take practice teaching in their schools. Also, they permit our M.Ed. students for internship and data collection as part of their research work. Student teachers get feedback from the principals and mentor teachers of practice teaching schools for improvement in teaching.

3.4.3 Future Plans

The following are some of our future plans proposed to be provided to the community:

- Organise an eye camp in collaboration with Tony's Eye Hospital Aluva, Ernakulam

- Undertake different community oriented activities such as service to orphanage homes, old-age homes and visit to special schools to develop commitment towards welfare of the society

- Adopt educationally backward wards of Vengola panchayat and take steps for their upliftment after conducting research

3.4.4 Projects Completed

Some of the projects completed by the Institution relating to community development in the last five years are listed below:

- A Study on Human Rights Awareness among Residents of Vengola Panchayat

- Perception of Parents and Teachers towards Inclusive Education of Children with Special Needs

- Educational Problems of Scheduled Tribe Students at Higher Secondary Level of Wayanad District

- An Inquiry in to the Facilities and Functioning of Colleges for Web Based Learning in Ernakulam District

- Educational Problems Faced by the Students in Coastal Areas of Malappuram District

- A Study on Consumer Right Awareness among Higher Secondary School Students of Kottayam District

- A Study on General Legal Awareness among Teachers of Malappuram District

3.4.5 Social and Citizenship Values

The Institution ensures at each and every stage that the student teachers responsibly develop social and citizenship values through the following:

Research, Consultancy and Extension

- Value education classes

- 'Thought for the Day' presented in the Morning Assembly

- Research works on social issues such as cyber bullying, environmental ethics, moral judgment and the like

- Awareness programmes on AIDS, cancer, rights of women and children, lifestyle diseases etc.

- Poster making, cartoon making and slogan writing competitions on socially relevant topics

- Debates and discussions on social issues

- Campus cleaning and beautification

- Celebration of national and international days and festivals

- Exhibition of educational documentaries and film shows on various problems and challenges

- Conducting College Union Elections democratically

- Lightening the Lamp Ceremony on 'Teachers Day' to inculcate the message that 'light stands for knowledge and wisdom'

3.5 COLLABORATION

3.5.1 Linkages with Various National and State Level Organisations

The Institution has established linkages with various national and state level organizations and got benefited from the interaction. National level dignitaries /resource persons/ experts/ speakers such as **Justice M.S.A Siddiqui,** Chairman, National Commission for Minority Educational Institutions, **Dr. Shabisthan Gaffar,** Chairperson, Committee on Girls Education, NCMEI, **Dr. P.Naseer,** Director, Department of Minority Affairs, Government of Kerala, **Dr. P.K. Abdul Aziz**, Vice Chancellor, Aligarh Muslim University, **Dr. K.K. Unuskutty**, Ex Pro-Vice Chancellor, Mahatma Gandhi University, **Dr. M.C. Dileep Kumar,** Vice Chancellor Sree Sankaracharya University of Sanskrit, Kalady, **Dr. Godfrey Louis,** Pro-Vice Chancellor, Cochin University of Science and Technology, **Dr. Sheena Shukoor**, Pro-Vice Chancellor, Mahatma Gandhi University, Kottayam, **Prof. Dr. A. Sukumaran Nair,** Ex. Vice Chancellor, M.G. University, Kottayam,

Dr. E.P. Yasodharan, Executive Vice President, Kerala State Council for Science, Technology and Environment, Former Chief Inspector of Chemical Disarmarnent, United Nations, **Justice P.K. Shamsudheen,** Former Judge, High court of Kerala, **Prof. Dr. A. Sudharma,** Dean and Director, School of Pedagogical Sciences, M.G. University, Kottayam, **Dr. Kodirangappa,** Professor, Government College of Education, Chickballapor- Karnataka are some of the dignitaries who attended various academic programmes and extension lectures organised by the Institution. The Institution has linkages with Red Cross, INTEL, KELSA, SORT, Renai Medicity, as well as some other local organisations.

3.5.2 Linkage with International Organisation

The Institution has established linkage with 'RED CROSS' an international organisation. Awareness programmes on road safety measures were conducted in association with the Youth Red Cross.

3.5.3 Contribution of Linkages to the Following

- **Curriculum Development**: The Faculty members attend various workshops and seminars on curriculum development of M.Ed. and B.Ed. Programmes organised by M.G. University and sponsored by UGC

- **Teaching**: The experts from universities and other institutions who attend the seminars organised by the College commendably enrich the quality of teaching through their innovative ideas

- **Training**: Training was given to students and general public on how to give first-aid to victims of road accidents, cases of cardiac arrest, snake bites etc. This was organised by the Red Cross Unit of the College. Bhopal School Placement Drive visited the College and conducted placement training prior to placement

- **Practice Teaching**: During practice teaching session, the teacher educators interact with the heads and mentor teachers of the concerned schools and discuss the ways and means of improving the quality of teaching learning process. The principal and teachers of nearby schools are invited to attend and enhance their knowledge through the pedagogy-oriented seminars conducted by the College

- **Research**: The M.Ed. students benefit from the talks of eminent scholars who are invited for national seminars and scholarly lectures in finding out research topics, writing research proposal, formulating hypotheses etc. B.Ed. students are motivated to pursue action research and case study

- **Consultancy**: Experts from different organisations, universities are consulted for research and guidance on various issues

- **Extension**: In collaboration with Red Cross, INTEL, KELSA, SORT, Renai Medicity, Cheraman Trust etc., the College organised various programmes beneficial to the society

- **Publication:** Faculty members consult experts of other universities and institutions for clarifying their doubts before publishing research papers in College Journal and other national and international journals

- **Student Placement**: Placement Cell is active in the College. Some of our students got placed through Bhopal School Placement Drive

3.5.4 Institute-School-Community Networking

The Institution has established linkage with 20schools for practice teaching. Our students got placed in some of the practice teaching schools through placement cell. Students of our college are given priority during selection in the Model School. M.Ed. and B.Ed. students take cooperation of the practice teaching schools during data collection for their research work and field study. Teachers from nearby schools are invited for the various training programmes organised by the Institution. The student teachers also distribute teaching aids and scholarships to nearby schools.

3.5.5 Faculty Engagement in Practice Teaching

The Faculty members actively engage with school teachers and other school personnel to design, evaluate and execute practice teaching. Before the beginning of Practice Teaching Session, B.Ed. trainees are properly guided by the Faculty as to how they should effectively train themselves for its successful completion. The teacher educators visit the heads of institutions and mentor teachers for personal interaction and collect their suggestions and feedback on the previous year's session.

The practice teaching module of the running year is formulated accordingly. The teacher educators, the Principal of the College, subject teachers and heads of the respective practice teaching schools inspect their classes and give feedback and suggestions for better performance. During the practice teaching, the teacher educators interact with the mentor teachers and share observations on improving the curriculum.

As part of the M.Ed. curriculum the students have to undergo an internship of nine days in the School. During internship they visit schools and observe the classes of B.Ed. trainees and note down the observations. The report of M.Ed.scholars is taken into consideration by the teacher educators for the improvement of the performance of B.Ed. trainees.

3.5.6 Faculty Collaboration with School/College/University Faculties

The Faculty members have established collaboration with schools, colleges and university faculties. They are invited time to time to deliver special lectures on philosophy, guidance and counselling, research methodology, value education, SUPW, elementary education and so on. In competitions and exhibitions conducted in the Institution Faculty members of other institutions are invited as judges.

The faculty members of the College keep in touch with the Faculty of nearby colleges and the university professors on matters which need clarifications like contents of the curriculum, conduct of seminars, participation in seminars, workshops, delivery of guest lectures, publication of articles etc.

While our students are on practice teaching in various schools, our faculty is in close association with the teachers of those schools. During this period, our faculty members share their knowledge and expertise in planning and preparing the curriculum, teaching manuals and teaching aids.

3.6 BEST PRACTICES IN RESEARCH, CONSULTANCY AND EXTENSION

3.6.1 Quality Enhancement of Research, Consultancy and Extension

The Institution invites resource persons from various universities and colleges to share their research ideas with Faculty members and student teachers for

enhancing the quality of research, consultancy and extension activities. The Institution motivates Faculty members, to register for research degree by making adjustment in teaching schedule and providing secretarial support. Teacher educators are motivated to publish research papers in the areas of their specialisation and to present them in seminars and publish in research journals.

The College has encouraged all the staff members to undertake action research and minor research projects to improve quality of teaching. Our staff members are permitted to attend research programmes conducted by other colleges and universities. The College regularly spends a sizeable amount to meet travelling expenses, daily allowances and registration fees to attend state and national level seminars and conferences. Staff is allowed to use Internet facility at their convenience and download materials relating to their research. Our staff members provides free-of-charge consultancy to those who approach them.

A Research Committee has been framed to solve the problems and difficulties faced by the M.Ed. students for their dissertation work. Student teachers are guided for preparation of self-instructional materials, Diagnostic and Achievements tests in their methodology subject. Each teacher trainee is guided to take one project on Action Research as part of their sessional work. Action Research is conducted in teaching-practice schools and students get benefitted from their research solutions. Debates on current issues are interactive and are helpful for broadening their perspective to matters of critical relevance affecting society in general.

The College publishes a research journal *Edusight* annually. Research papers of Faculty members of the Institution and other institutions, research scholars are invited for publication in the College journal. The College subscribes for a number of research journals for Library. The Library has a rich collection of reference books. A good number of books are added to the College Library every year. Recently some initiatives have been taken to establish links with different organisations for academic purposes.

3.6.2 Significant Innovations in Research, Consultancy and Extension Activities of the Institution

Faculty members of our institution undertook a number of minor research projects. Follow up activities are done based on the findings of the study. Research papers of the Faculty, the abstracts of M.Ed. theses and articles of students and teachers are published annually in the research journal *Edusight* of the Institution. The M.Ed. students of our college are encouraged and guided to do research projects which are socially relevant and currently warranted.

Free consultancy services such as guidance and counselling and legal services are provided by our institution to the students on career development, personal guidance, RTI, legal rights, etc.

The Faculty provides the best service to the society through extension activities. The community is benefited to a great extent from the extension activities of the Institution. Awareness programmes on road safety measures were conducted in association with the Youth Red Cross. Thefaculty of the College alsotook initiative to conduct a refresher programme on innovative teaching-learning style for high school teachers of Lakshadweep. As majority of our students are female and premarital counselling seems to be a very important aspect for maintaining smooth family relationship,the Institution organises a premarital counselling programme partnering with Cheraman trust Kodungalloor, Thrissur District.

Human Rights Awareness Programme was conducted with the linkage of KELSA for students, teachers, teacher educators and public. Cancer awareness programme partnering with Renai Medicity, Palarivattom, Ernakulam District was very much beneficial to the public.

Every year scholarships are given to the top scorers of nearby schools - SALEM, Vengola and MSRVHS, Mazhuvanoor, Ernakulam District.

The Research, Consultancy and Extension activities of the Institution are effectively carried out to assist the student teachers in becoming skilled and competent Educators.

CRITERION FOUR

INFRASTRUCTURE AND LEARNING RESOURCES

Release of the College Magazine

An Exhibition of Books – Literary Club

Science Day Celebration

Lakshadweep Food Fest – Tourism Club

Model of a Lakshadweep Island prepared by our Students

General Body Meeting – Guardian Teacher Association

CRITERION IV

INFRASTRUCTURE AND LEARNING RESOURCES

The College started functioning in the year 2005. The College has a state-of-the-art infrastructure with adequate physical facilities to support teaching learning process. Besides excellence in academic areas, the College is committed to ensure all-round development of student teachers of both B.Ed. and M.Ed.

4.1 PHYSICAL FACILITIES

4.1.1 Physical Infrastructure

The College has a total built up area of 3040 sq.mts. The Institution has well furnished, spacious and excellent physical infrastructure, in terms of

- Principal's Room

- Administrative Office

- Classrooms

- Staff Rooms

- Library

- ICT/Media/Language Resource Centre

- Psychology Resource Centre

- Science/Mathematics Resource Centre

- Guidance and Counselling Room

- Health and Physical Education Room

- Health Centre

- Art and Craft Resource Centre

- Room for Placement Cell

- Project/Research/Consultancy Room

- Multipurpose Hall

- Seminar Hall

- Guest Room

- Rest Room

- Prayer Room

- Store

- Canteen

- Hostels (Men &Women)

- Toilets (Men &Women)

- Parking

The development and maintenance of infrastructure and learning resources is adequately funded by the Management. An amount of Rs. 1,45,50000 (Rs. One Crore Fourty Five Lakhs and Fifty Thousand) was utilised so far for completing the physical infrastructure of the building.

The general classrooms are equipped with facilities like computer and LCD. All classrooms are spacious and well-ventilated. Each classroom has enough seating capacity, almirahs/cupboards for keeping teaching aids. M.Ed. classrooms have individual tables and chairs. Various resource centres as prescribed by NCTE have been established. The College has a fully furnished Science and Mathematics Resource Centre, Psychology Resource Centre, ICT Resource Centre, Arts and Craft Resource Centre, Health and Physical Resource Centre and Library Services. The different resource centres are functioning under the supervision of faculty-in-charges. The College has 25 computers including 15 computers in the ICT Resource Centre. Free Internet access is provided to the students and Faculty. Local Area Network in the College is connected to Library, Principal's room, computer lab, office, and Faculty rooms. Broadband Internet connection is available in all these places. It encourages students to use multimedia to construct and convey knowledge through web browsing, downloading, uploading and blogging.

The master plan of the Institution is attached as appendix.

4.1.2 Augmentation of Infrastructure

The College has augmented the infrastructure to keep pace with the academic growth and other requirements. Infrastructural facilities are added to upgrade without any delay or hesitation whenever required. The Institution has adequate building

accommodation to house the B.Ed. and M.Ed. Programmes and all related extension activities. The College tries its best to give maximum facilities to the students and the staff.

The Institution has a three-storied building with the following built-up area.

Table 4.1

Built-up Area of Building

Building	Year of Establishment	Plinth Area (Sq Ft)
B.Ed. & M.Ed. Block	2004	28,208
Auditorium	2011	3,928
Canteen	2004	400
Total		32,536

The Ladies Hostel, located inside the Campus, has a built-up area of 5000 Sq. ft. and can accommodate 50 inmates.

Table 4.2

Rooms and Facilities in Different Blocks

Sl No	Rooms/Infrastructure	Plinth Area (Sq.Mtr.)	Facilities
1	Principal's room	50	Computer, Internet, phone, public address system, power backup facility, sufficient tables and chairs, almirahs for keeping office records, trophies and shields
2	HoD (M. Ed)Room	45	Computer, Internet, phone, power backup facility, sufficient almirahs, tables and chairs
3	Office	70	Computers, Internet, phone, printer, power backup facility, sufficient almirahs, tables, chairs and fax.
4	Guest Room	50	Chairs, tables, wash basin, retiring facilities etc.
5	Consultancy and Placement Room	40	Tables, chairs, shelves and computer with Internet connection
6	Guidance & Counselling Room	40	Almirahs, tables and chairs, computer with Internet connection
7	Health Centre	40	Infirmary with necessary first aid equipment and medicines

Sl No	Rooms/Infrastructure	Plinth Area (Sq.Mtr.)	Facilities
8	Seminar Hall	100	Public addressing system, chair, LCD, OHP, computer with Internet
9	Faculty Room (M.Ed.)	40	Sufficient tables and chairs, almirahs, computer with Internet, phone, toilet
10	Faculty Room (B.Ed.)	70	Sufficient tables and chairs, phone, almirahs, computer with Internet
11	ICT Resource Centre	60	Lab equipment, seating facilities etc.
12	Psychology Resource Centre	50	Almirah, book shelf, chairs, computer with Internet connection, psychological tests, apparatus, charts and models
13	Science and Mathematics Resource Centre	80	Sufficient apparatus, chemicals, charts and models, almirah, racks, display boards, working tables, facilities for cleaning and washing etc.
14	Classrooms (11 numbers)	500	Sufficient desk and benches, LCD projector, OHP, raised platforms, lecture stand, notice board, models and charts
15	Library	175	Required books and journals, computers, digital copier, scanner, shelves, tables and chairs, encyclopedias and yearbooks, scanner, phone, barcode scanners, CD collections, periodical racks etc.
16	Auditorium/Multi-Purpose Hall	366	Well-furnished stage, public addressing system, amplifier, power backup facility, adequate light and fans, sufficient chairs
17	Prayer Room (Male and Female)	50	Calm and quite atmosphere for silent prayer and include all basic facilities for prayer
18	Health and Physical Education Resource Centre	50	Shuttle bat, volleyball, handball, shot put, discus, javelin, relay baton, cricket bat, ball, stump, pad, tape, carrom board, chess etc.
19	Arts and Craft Room	50	Drawing boards, blackboards, fire extinguisher, shelves, tables, chairs, charts, materials for making charts and models, musical instrument dance costumes, make up kit, jewellery, audio CDs
20	Separate Rest Rooms (Ladies and Gents)	40	Desk, bench, wash basin, drinking water and cots
21	Ladies Hostel (within the Campus)	475	Spacious and hygienic mess facility, well furnished with tables, chairs and other furniture. Rooms are well ventilated and provided with ceiling fans
22	Canteen	40	Tea vending machine, seating arrangements and washing facility
23	Parking Shed	Sufficient	Parking shed for two and four wheelers

During the last three years the College has spent an amount of Rs. 7,93,368 (Rupees Seven Lakhs Ninety Three Thousand Three Hundred and Sixty Eight) to purchase the equipments. The details of the equipments/hardware and the amount spent for the major items during the last three years are given below:

Table 4.3

Details of Expenditure during 2011 –2012

Year	Sl. No	Equipments/Hardwares	Number	Amount spent
2011 –2012	1	Drum Cart w c	1	9,514
	2	Physical Science Lab Equipments	1 set	25,498
	3	Psychology Lab	1	10,200
	4	Physical Science Lab	1	9,525
	5	Photo Copier	1	61,375
	6	Desk top Computer	1	30,000
	7	Common Printer	1	5,500
	8	Plastic Chairs	50	10,646
			Total	1,62,258

Table 4.4

Details of Expenditure during 2012 –2013

Year	Sl. No	Equipments/ Hardwares	Number	Amount spent
2012 -2013	1	Physical Science Lab	1	15,000
	2	Battery Excel	1	34,000
	3	UPS, Stabilizer	2	18,000
	4	Desk top Computer	1	39,000
			Total	1,06,000

Infrastructure and Learning Resources

Table 4.5

Details of Expenditure during 2013 –2014

Year	Sl. No.	Equipments/Hardwares	Number	Amount spent
2013 - 2014	1	Psychology Lab	1	7,700
	2	Natural Science Lab	1	8,400
	3	Physical Science Lab	1	9,500
	4	System Software	3	45,000
	5	Desk Top Computers	14	2,06,735
	6	Laptop Computers	2	47,775
	7	Electronic Equipments	-	1,20,000
	8	Furniture	-	80,000
			Total	5,25,110

Table 4.6

Software Added during the Current Year

Year	Sl. No.	Equipments/Hardwares	Number	Amount spent
2013-2014	1	Tally 9.1	1	18,000
	2	Library Kin-Sys	1	17,000
	3	Kin-Sys Students Data	1	10,000
			Total	45,000

4.1.3 Facilities for Co-Curricular Activities and Extra-Curricular Activities

The College lays utmost importance on co-curricular and extra-curricular activities. These activities are supervised by efficient Faculty members. A well-equipped multipurpose Auditorium and a Seminar Hall are provided in the College. Cultural and literary competitions are held at regular intervals in order to nourish the creative talents and innate potentialities of the students.

A fully equipped Art and Craft Resource Centre cater to improve their artistic and aesthetic potentials.

Sports Facilities

The College has facilities for indoor games like chess and carrom. Courts for volleyball and shuttle badminton are also facilitated. Health and Physical Resource Centre has sufficient gears and equipment for sports and outdoor games.

Table 4.7

Infrastructural Facilities for Co-curricular and

Extra Curricular Activities

Rooms	Facilities	
Health and Physical Education Resource Centre.	- Health Models - Body Charts - Posters - Films - Photographs Of National Awardees - Reading Materials - First-Aid Kit - Shuttle Bat, Volleyball, Handball	- Discus - Javelin - Relay Baton - Height Measuring Stand - Weighing Machine - Tread Mill - Victory Stand - Flags - Carrom Board - Chess - Shot Put
Arts and Craft Room	- Drawing Boards - Blackboards - Fire Extinguisher - Shelves - Tables - Chairs - Charts - Audio CDs	- Materials For Making Charts And Models - Musical Instrument - Dance Costumes - Make-Up Kit - Jewellery - Stitching Machine
Auditorium/ Multi-purpose Hall	- Well Furnished Platform - Public Addressing System - Amplifier - Power Backup - Adequate Light and Fans	
Seminar Hall	Public Addressing System, Chair, LCD, OHP, Computer with Internet	

4.1.4 Sharing of Physical Infrastructure

Physical infrastructure of the College is shared with other institutions for educational, cultural and social activities. Various community oriented programmes are conducted in our Multipurpose Auditorium like legal awareness programme for women and children, Cancer awareness programmes for general public, organ-donation campaigns etc. The College provides facilities for conducting B.Com. examinations of MG University for private registration students. Following are the other ways by which physical infrastructure of the Institution is shared:

- PSC Coaching Classes

- Venue for events conducted by local residents associations

- Use of the Library by researchers and students of other colleges

- Use of the Library and equipment by the teachers of the Model School

- The Canteen also caters to the needs of the students and staff of the Model School

4.1.5 Health and Hygiene Facilities

Health Centre

The College takes special care of the physical hygiene and mental health of students through yoga, guidance and counselling, medical checkup, etc. The College has first aid and restroom facilities. The staff is trained to give first-aid and the first aid kit is periodically replaced. Besides, the College has opted Health and Physical Education as one of the elective courses for the B.Ed. Programme.

A Health Centre functions in this college under the leadership of the physical education teacher. Health and Recreation Club organises blood donation camps, yoga classes, meditation, medical checkups, poster exhibitions, seminars, and classes on various health related topics.

Canteen

Tea vending machine is installed in the Canteen. Snacks and other refreshment items are also made available in the Canteen. Canteen facility is used for community-oriented services during special occasions and seminars. A water cooler installed in front of the Canteen provides fresh and portable water to students.

4.1.6 Hostel Facility

The College provides separate hostels for boys and girls with special emphasis on cleanliness, comfort and convenience. The Women's Hostel is located in the College Campus itself and the Men's Hostel is situated near the Campus. The hostels are well furnished and properly ventilated. Both the hostels have mess facilities. Each room is well ventilated; provided with ceiling fans and necessary furniture. Ladies hostel has nine rooms with a capacity to accommodate 50 students. They are provided with sports and games facilities like carrom, chess, badminton and TV. The boys hostel has six rooms with a capacity for 20 students. Health checkups are conducted periodically.

4.2 MAINTENANCE OF INFRASTRUCTURE

4.2.1 Budget Allocation and Utilization of Fund

Adequate funds are relentlessly provided in the Budget, by the Management, for infrastructure maintenance. We use the funds in the best possible manner for strengthening and maintaining the physical and instructional infrastructure, such as buildings, ICT facilities, Library, Learning Resource Centre, etc. The Purchase Committee of the College purchases equipment according to the budget by inviting tenders. The Library books and related items are purchased after discussions in the Library committee. In order to have best utilisation of funds, the College has an internal audit mechanism.

The Institution engages skilled labourers and technicians for the maintenance and repair of computers, equipments etc. whenever required. Annual maintenance contracts have been signed for the maintenance of costly equipments. Regular maintenance of Library books is also being done. Binding of books is done on yearly basis by inviting quotations. The technical staff does regular internal checking and normal maintenance. Other repair works such as repairing of computers, furniture, fixtures, plumbing, electrical fittings, etc. are taken care of by contractors. The College uses its funds in the best possible manner. The Budget allocation and utilisation of funds during the last five years are given in tables 4.8, 4.9, 4.10, 4.11 and 4.12

Table 4.8

Budget Allocation and Utilisation of Funds during2009-2010

Sl. No.	Items	Budget Allocation	Budget Utilisation	Unspent Balance
1	Building	15,00,000	15,03,237	-
2	Laboratories	8,000	7,900	100
3	Furniture	1,75,000	1,70,046	4,954
4	Equipment	60,000	62,941	-
5	Computers	35,000	33,000	2,000
6	Software	20,000	23,741	-

Infrastructure and Learning Resources

Table 4.9

Budget Allocation and Utilisation of Funds during 2010-2011

Sl. No.	Items	Budget Allocation	Budget Utilisation	Unspent Balance
1	Building	17,00,000	17,80,069	-
2	Laboratories	25,000	25,498	-
3	Furniture	50,000	52,918	-
4	Equipment	15,000	15,000	-

Table 4.10

Budget Allocation and Utilisation of Funds during2011-2012

Sl. No.	Items	Budget Allocation	Budget Utilisation	Unspent Balance
1	Building	2,25,000	2,24,674	326
2	Laboratories	20,000	19,725	275
3	Furniture	10,000	10,646	-
4	Equipment	75,000	70,889	4,111
5	Computers	30,000	30,000	-

Table 4.11

Budget Allocation and Utilisation of Funds during2012-2013

Sl. No.	Items	Budget Allocation	Budget Utilisation	Unspent Balance
1	Laboratories	15,000	15,000	-
2	Equipment	50,000	52,000	-
3	Computers	90,000	91,000	-

Table 4.12

Budget Allocation and Utilisation of Funds during2013-2014

Sl. No.	Items	Budget Allocation	Budget Utilisation	Unspent Balance
1	Building	4,00,000	4,08,060	-
2	Laboratories	25,000	25,600	-
3	Furniture	75,000	80,000	-
4	Equipment	1,20,000	1,20,000	-
5	Computers	2,50,000	2,54,510	-
6	Software	45,000	45,000	-

4.2.2 Utilisation of Infrastructure

The physical and instructional infrastructure such as buildings, ICT facilities, laboratories, Library and other allied infrastructure of the College are well maintained and strengthened from time to time. It is also ensured that they are accessible and utilised by the staff and students on regular basis for improving the teaching learning process. The infrastructure of the College is optimally used for conducting all curricular, co-curricular and other activities. Teachers and students make PowerPoint presentations, personal blogs and subject-wise blogs. The staff and students of the College optimally and freely make use of the broadband Internet.

The Auditorium is used for organising state and national seminars. All the cultural programmes, festival celebrations, inter-collegiate competitions, debates, etc. are conducted in the Auditorium.

Digital copiers in the Library and Office are used for taking printouts, Photostat copies and for scanning.

4.2.3 Environmental Issues Associated with Infrastructure

The Management takes ample care of the environmental issues associated with the infrastructure of the College. The Campus is clean and green. We have small, but beautiful gardens with lawn within the Campus. Our supporting staff always keeps the Campus neat and clean.

The college campus is declared as a plastic free zone and we have provided waste bins in and around the campus. The College organises campus cleanup programmes every year. This creates awareness among the student teachers about the importance of cleanliness in the Campus. All student teachers participate in the programme. They are divided into groups and each group cleans the area allotted to it.

The College has an eco-friendly waste management system. Water cooler and water purifier ensure uninterrupted and unpolluted drinking water. Environment day, Ozone Day etc. are observed and celebrated in a meaningful way. Students are encouraged to take up farming activities in the campus.

Our building is constructed to accommodate a solar panel which is a major future plan of the Institution.

4.3 LIBRARY AS LEARNING RESOURCE

4.3.1 Available Human Resources for the library

The Library of the College is situated on the first floor. It has adequate holdings in terms of books, journals, other learning materials and facilities for technology aided learning which enable students to acquire knowledge. The Library caters to the needs of all the staff and students. The Library supports the teaching learning and research activities of the College by maximizing access to information. We have a well-ventilated, well-lighted and spacious Library with sufficient seating arrangements.

The Library functions under the supervision of a qualified librarian and one supporting staff. The Library has three computers out of which one is marked for Library purpose, two for staff and students. For the convenience of those who use the Library, Xerox facility including printing is also provided in the Library. The College has a power generator in order to ensure uninterrupted power supply. There is a property counter inside the Library to keep personal belongings of the users. The Library has separate reading rooms. All journals, magazines, newspapers, students' manuscript magazines, etc. are exhibited in the counter. A Notice Board is placed outside the Library and another one inside the Reading Room to facilitate display of important information.

4.3.2 Library Resources

The Library supports the research and educational endeavours of student teachers, research scholars and Faculty of the College by collecting, organising, preserving and disseminating information and instructional programmes in all formats through need-based Library services and enables online access to e-resources using modern information and communication technologies. The details of the Library resources are given in table 4.11.

Table 4.13

Details of Library Resources

Items	Number of books	Titles
a. Books	5473	3100
Text Books	4923	2550
Reference Books	550	550
b. Magazines	10	10
c. Journals		
Indian Journals	25	25
Foreign Journals	2	2
d. Peer Reviewed Journals	1	1
e. Back Volume of Journals	500	500
f. e-Information Resources	Yes	
On Line Journals/e-Journals	2	2
CDs/DVDs	100	100
Data Bases	25	25
Video Cassettes	35 (obsolete)	-
Audio Cassettes	100 (obsolete)	-
g. Software	Library Automation Software	-
h. Thesis	157	157
i. News Papers	5	5

Library Services and Facilities

The Library functions under six different steps such as acquisition, technical, circulation, reference, periodical, and maintenance. The Librarian carries out all the activities of these sections along with the supporting staff and the faculty-member-in-charge of the Library.

Journals and Periodicals

Periodicals are the primary sources of information and awareness and more up to date than books. The Institution subscribes to 15 periodicals directly from the publishers and others are obtained as gifts from the publishers themselves. We keep periodicals, educational journals, proceedings of seminars and workshops, newspapers etc. Educational journals and general periodicals, newspapers, college magazines and manuscript magazines released by students are arranged in the reading room. These are available for reference during working hours and issued for overnight use. Bound volumes of journals and yearbooks are arranged in the reference section. Current volumes of periodicals are displayed in front of the inclined type periodical rack and its back volumes are kept under the cupboards. The back volumes of newspapers of about six months are kept in the reading room and after six months these are kept in the store of the Library. Periodicals are acquired by subscriptions placed with the publishers. Normally periodicals are subscribed annually and subscriptions are renewed every year. Sometimes, some of the titles are dropped and some other titles are added.

Bound Volumes of Periodicals

The College has 500 back volumes of journals. Important as well as popular journals are sent for binding. The bound e journals are bound in such a way that these are similar to any other books. Back volumes of educational journals are available in a separate section.

Reference Service

The College Library maintains a good reference collection. It has both general reference books and specific reference books and provides short range and long range

reference services for both Faculty and students. It includes valuable reference sources like encyclopedia, multilingual dictionaries, yearbooks, theses etc. The previous question papers of the B.Ed. and M.Ed. Programme are also made available in this Library.

User Orientation Programme:

User Orientation Programme is conducted for students of both B.Ed. and M.Ed. in the beginning of their courses. Students are made aware of the general arrangement and rules of the Library, different sections, classification system, Library services, circulation system, important reference books, educational journals, research journals, NCERT documents of focal areas and educational commission reports. Instruction is also given about the care and concern for the Library materials, importance of reading, development of reading habits, etc.

Resource Sharing:

Research Scholars from different universities and M.Ed. Students from different colleges use the Library for reference. Former students who are doing their higher studies in other colleges are also allowed access to Library materials for reference with the permission of the Principal. The students and teachers of nearby colleges and schools also make use of the Library facilities on request.

Clipping File:

The Library maintains a clipping file of education and research oriented articles/papers/materials published in newspapers, journals and also a copy of downloaded articles from the Internet.

Question Paper:

B.Ed. and M.Ed. University question papers of yester years are filed subject-wise, and kept in the Library for reference. Photostat copies of the question papers are provided to students and teachers, on request.

4.3.3 Library Committee

The Institution has a mechanism to systematically review the various Library resources for adequate relevance, access etc. For this, a Library Advisory Committee has been constituted which meets quarterly. It helps the librarian in carrying out the administration of the Library more effectively. The Committee comprises of the Principal as Chairperson, the Librarian as Convener, four members of the faculty and one student representative. The structure is given below.

Chairperson	(Principal)
Convener	(Librarian)
Members	
Dr. Achamma P. Mathew	(HoD, M.Ed.)
Dr. Alka Abbas M.A.	(M.Ed. Faculty)
K. Kuttappan	(B.Ed. Faculty)
Yazeeda E.P.	(B.Ed. Faculty)
College Union Chairman	(Student Representative)

The Committee is entrusted to review the various Library resources and recommend all matters related to the organisation and services of the College Library. The major responsibilities of the Library Committee are:

- Purchasing books, non-book materials, journals and magazines, etc.
- Framing and modifying the general rules and regulations for the proper functioning of the Library
- To evaluate the proper maintenance of the Library and to keep the Library updated.
- To ensure optimum utilisation of the Library services by staff and students.
- To help the Librarian to introduce innovative services in the Library.

The details of the number of books/journals/periodicals that have been added to the Library during the last three years and their cost are given in table 4.12

Table 4.14

Number of Books/Journals/Periodicals added to the Library

during the Last Three Years

Items	2011-2012		2012-2013		2013-2014	
	Number	Total cost (Rs.)	Number	Total cost (Rs.)	Number	Total cost (Rs.)
Text Books	94	40000	45	32000	153	39200
Other Books	302	65746	63	31000	35	39500
Journals/Periodicals	46	44166	120	33290	40	31980

4.3.4 Library Automation:

We use Library EX + (Software) produced by KIN-SYS, a well-known software development company. This software is implemented in the College with Barcode for books, Bio-metric cards for students, stock verification and book transaction such as issue, return, reservation and renewal etc. This automation software is very useful for the user to identify books. A Barcode Scanner is used for scanning spine labels and bar codes.

The Library users can search the computerised bibliographic details of books, theses, CDs, Bound volumes, Reference books, journals etc. The users can search the databases in different ways.

- Book – Author, Title, Subject, Publisher, ISBN, Accession Number
- Thesis – Investigator, Guide, Year and Title
- Journal – Title, Publisher, Vol. No
- CD – Title, Subject, Accession Number
- Member-wise Issue details

Open Access:

The College Library follows open access system. Under this system the books will have to be kept on open shelves and the users will be permitted to walk amidst the racks and allowed to handle any book they like and take them. In open access there is no need to have the help of a Library assistant for taking out and bringing the books selected by the users.

4.3.5 Computer, Internet and Reprographic Facilities

The Library provides unlimited free Internet access to staff and students. Students use Internet service for preparing their project work and assignments. Faculty members frequently use the Internet for their research work, preparing classes and seminars, publications, etc. They also have provision for browsing the net. Users frequently use INFLIBNET, N-LIST, ERIC, Sodhganga, Vidyanidhi, MGU theses, etc. All computers have DVD writer for taking the downloaded articles. The Library has been providing photocopy facility for the past several years owing to the increasing photocopy and printing requirements at the higher education level. The Library has network printing and scanning facility.

For an effective and user friendly Library, all students are registered as members after filling the prescribed application form. Open access is ensured to all staff and students. We issue three books at a time to M.Ed. students and two books to B.Ed. students. Each book is issued for 14 days. Books in Reference section and journals are issued for overnight use. Renewal of issued books is possible unless the book is reserved by others.

4.3.6 Reprographic Facilities

The Library provides reprographic facilities like photocopy, printing, scanning, CD/DVD writing etc. For this one network printer and a photocopier is available in the Library.

4.3.7 Working Days

The Library functions from 9.00 a.m. to 5.00 p.m. on working days and during examinations and holidays it functions from 9 a.m. to 1 p.m. The Library is open around 284 days yearly and 8 hours per day. Extension of Library hours is possible

during examinations on request. Students use Library during their Library period, free periods and intervals. Separate Library periods are allotted for B.Ed. and M.Ed. students for optimum utilisation of the Library. Faculties and more than 50% of students visit the Library every day.

4.3.8 List of New Additions:

A list of new additions is regularly compiled and displayed on the Notice Board. This is helpful in bringing such books to the notice of their potential users and very useful to the staff and students to know about the new arrivals.

New Arrivals:

New books are displayed in the Library on a special rack and cover pages are displayed in the Library automation software and Library portal so that the readers get immediate information about the arrival of these new books.

4.3.9 Orientation Class, Book Bank and Other Functioning

Library borrower cards are issued after an Orientation Class conducted immediately after admission. Book-bank facility in the College is established for the economically backward students. Four books related to the syllabus are issued to the students for the whole semester and taken back after the final semester examinations. Alumni Association, practicing school teachers, researchers of various universities and beneficiaries of different coaching and consultancy services are allowed to use the Library for reference with the permission of the Principal. Reservation of books is allowed to users on request. We follow open access system, whereby users of the Library have freedom to enter into the stock area and search for the required books and necessary reference materials.

4.3.10 Facilities for Visually and Physically Handicapped Students:

We have Braille collections based on textbooks and handbooks at the school level for visually challenged students. During 2012-13, one orthopedically handicapped student was admitted to the College and the College Guidance Cell rendered all aid to her for utilising Library resources to the maximum.

4.4 ICT AS LEARNING RESOURCE

4.4.1 ICT Facilities of the Institution

The Institution has adequate computer facilities and other learning resources with easy access, processing, and dissemination of knowledge and ideas. ICT has made the teaching and learning process easier and efficient for the Faculty and students. The College has a well-established computer lab with 15 networked computers, Internet, printers, LCD Projectors etc.

Student Teachers and Teacher Educators use multimedia such as text, graphics, videos, animation and sound to support the learning activities. Multimedia teaching-learning process using LCD is conducted in the regular classroom teaching, making the process of learning easier and comprehensive. M.Ed. students use computers and other technologies throughout their coursework. The major ICT facilities available in the College are given below (Table 4.13).

Table 4.15

Major ICT Facilities Available

Sl No	Items	Number	Amount spent
1	Desktop Computer	23	5,16,725
2	Laptop Computer	2	47,775
3	UPS	1	29,925
4	Inverter	1	26,335
5	Public Addressing System	3	6,000
6	Digital Copier	2	1,21,000
7	LCD Projector	2	80,850
8	OHP	2	18,900
9	Digital Camera	1	46,000
10	Laser Printer	3	4,725
11	Inkjet Printer	2	5,250
12	Scanner	2	7,350
13	LCD TV	1	30,000

Infrastructure and Learning Resources

4.4.2 Curriculum for Imparting Computer Skills

It has been a major concern of Mahatma Gandhi University to integrate Information and Communication Technology into B.Ed. and M.Ed. Curriculum from 2009 onwards. Modern Educational Practices is a common course for B.Ed. students, where Educational Technology and ICT are to be studied. In the M.Ed. Curriculum Educational Technology and ICT are included as compulsory paper. The Course is aimed at equipping the students with computer skills, analytical skills and soft skills which are primary requirements for employment opportunities.

Special training is given to students for making blogs and social networking systems. The subject wise blogs and websites are linked with the College Website. The materials prepared by the teachers and students are uploaded in the blogs and websites, for easy dissemination. It provides more public access to the knowledge contributed and disseminated by the teachers and students. Computer training, both theory and practical classes, are given to all the students. Time allocation is made in the Timetable itself so as to enable the staff and students to be proficient with the recent trends of information technology.

4.4.3 Computer Training Curriculum

As part of the B.Ed. and M.Ed. curriculum, the students are given theory and practical lessons in computer fundamentals – hardware and software, functional units, storage devices, computer assisted instruction, interactive learning, multimedia, e-learning, web-based learning, virtual reality, virtual classrooms, virtual laboratory, etc. As part of the ICT training M.Ed. students do practicum with respect to the preparation of lessons based on computer assisted instruction, blog creation, PowerPoint preparation and presentation, etc. B.Ed. students also prepare PowerPoint presentations and blog creations. Such training and classes are imparted with a view to equip the student teachers with basic skills and cognitive orientation in ICT. It also aims at developing an analytical perspective towards the emerging trends and practices in ICT for effective curriculum transaction.

ICT in Curriculum Transaction

ICT is a part of M.Ed. and B.Ed. Curriculum. It is used as a tool for doing assignments, data collection, documentation and conducting research. Teachers

extensively use ICT for preparing learning resources and updating the teaching notes. We use ICT tools such as computer, laptop, Internet, websites, blogs, LCD Projectors, digital camera, CDs, DVDs, application software such as word processing, spreadsheets, digital Library, Library automation software etc. and strive to develop a new generation of teachers who are capable of employing technology in all phases of academic, administrative and research programmes.

Students create blogs and they use e-mails for submitting assignments and projects. Video cameras are used for micro-teaching and recorded videos are useful for getting feedback of each class.

4.4.4 Technology in Practice Teaching

Practice teaching is an integral part of the B.Ed. Curriculum which spans 40 days. During the span each student teacher has to take 30 classes in the concerned subjects and seven classes on allied items such as value education, environmental education, physical education and innovative lessons. Internship is a part of M.Ed. curriculum which spans 18 days out of which nine days are in practice teaching schools and nine days in the College. During the internship M.Ed. scholars observe the classes of B.Ed. students and get familiarised with the Organisational and administrative aspects of the School. During the period of nine days in the College M.Ed. scholars take classes in the common courses and core courses. Internship provides the students with firsthand experience of the actual classroom situation. Student Teachers are trained to use computers, LCD Projectors, OHP and Internet for developing lesson plans and its effective transaction. The PowerPoint presentations, multimedia packages, ICT enabled teaching is used by students in pre-practice, practice teaching and post practice teaching sessions. They make use of the ICT facilities in schools for presentations.

4.5 OTHER FACILITIES

4.5.1 Instructional Infrastructure

The College has adequate number of classrooms, laboratories, Library, computer facility and other learning resources. All the classrooms are equipped with adequate furniture and ICT facilities. Computers are used to enable teachers to improve and enhance learning. The College has sufficient computers for making

PowerPoint presentation slides. The students use computers in the classroom, Library and computer lab. Free Internet access is provided to all students and Faculty of the College.

Sharing of Physical Infrastructure

Physical infrastructure of the College is shared with other institutions for educational, cultural and social activities. Various community oriented programmes are conducted in our multipurpose auditorium, like legal awareness programme for women and children, Cancer awareness programme for general public, organ donation campaign etc. Our college provides facilities for conducting B.Com. examinations of M.G. University for private registration students.

We conduct coaching classes for UGC NET, SET (Kerala). The College has linkages with KELSA (Kerala Legal Service Authority), SORT (Society for Organ Retrieval and Transplantation), Residents' Associations of the locality, etc. The college playground is used by the local population. The Library is optimally used by the researchers of various universities, students of NET, SET, TET Coaching Classes, M.Ed. Students of other colleges etc.

B.Ed. and. M.Ed. students of the Institution share the physical infrastructure facilities in terms of Reference Library, Reading Room, ICT Resource Centre, Psychology Resource Centre, Science/Mathematics Resource Centre, Health Centre, Auditorium, Playground etc. Teachers and students of the Model School also use the Library and other resources. Teaching instructional aids prepared by student teachers are distributed to practice teaching schools and Model School.

4.5.2 Audio Visual Facilities and their Utilisation

Various audio visual facilities are provided in this college. The College is facilitated with desktop computers, laptop computer, LCD projectors, OHPs, video cameras, digital camera, VCD player, DVD players, LCD T.V, slide projector, etc. Students are encouraged to use these audio visual facilities in their teaching learning process. The Institution has adequate computer facilities and other learning resources with easy access, processing, and dissemination of knowledge and ideas. ICT has made the teaching and learning process easier and efficient for the Faculty and students. The College has a well-established ICT Resource Centre with 15 networked computers, Internet, Printers, and LCD Projectors.

Student teachers and teacher educators use multimedia such as text, graphics, videos, animation and sound to support the learning activities. Multimedia teaching – learning process using LCD is conducted in the regular classroom teaching, to make the learning process easier and comprehensive. M.Ed. Students use computers and other technologies throughout their coursework.

4.5.3 Laboratory Facilities

ICT Resource Centre

The College has a full-fledged ICT Resource Centre with 15 computers, lap top computer, video camera, digital camera, LCD projector, OHP, Internet, printers etc. The teacher trainees are free to use the Internet facility for their academic works. Computer-aided learning packages related to education help to train the student teachers in communication skills. Software and hardware items such as LCD TV, DVD Player, Computers, Amplifier, Collar mike and head phones with mike are there to serve the purpose. The seating capacity of ICT Resource Centre is 40.

Psychology Resource Centre

The Psychology Resource Centre is equipped with apparatus of simple experiments related to educational psychology. Some of them are Muller Lyre apparatus, Mirror-Drawing Apparatus, Human Maze Apparatus, Problem Solving-Tower of Hanoi, Test of Attention, and Test of Colour Perception. The Psychology Lab has some verbal and non-verbal intelligence tests, aptitude tests, personality inventories, verbal creativity tests, moral judgment scale, frustration tolerance test etc. The Psychology Resource Centre is extensively used by the M.Ed. students and the staff members for research purposes. B.Ed. students make use of Psychology Resource Centre to get familiarised with different tests and inventories.

Science and Mathematics Education Resource Centre

The College has well-equipped laboratories for physical science, natural science and mathematics. It has almost all Science apparatus and instruments required to perform and demonstrate the experiments prescribed in the Secondary and Higher Secondary classes. All required chemicals and consumables are also available in the science lab. Relevant teaching aids like charts, models, slides, pictures and appropriate furniture like worktables, chairs, slabs, blackboard, electricity, gas and water supply are available in Resource Centre.

Maintenance of the Equipment and Other Facilities

The College uses the funds in the best possible manner for strengthening and maintaining the physical and instructional infrastructure, such as buildings, ICT facilities, Laboratories, Library, Learning Resource Centres, etc. The Purchase Committee of the College purchases equipment according to the Budget by calling tenders. The Library books and related items are purchased after discussions with the Library Committee. In order to have best utilisation of funds, the College has an internal audit mechanism.

The Institution engages technicians for the maintenance and repair of computers, equipments etc. whenever required. Annual maintenance contracts have been signed for the maintenance of costly equipments. Regular maintenance of Library books is done. Binding of books is done on yearly basis by inviting quotations. The technical staff does regular internal checking and routine maintenance. Other repair works such as repairing of computers, furniture, fixtures, plumbing, electrical fittings, etc. are taken timely care of by contractors associated with the relevant item. The College uses its funds in the best possible manner.

4.5.4 Details on Multipurpose Hall, Arts and Crafts Resource Centre and Sports Room

Auditorium/Multi Purpose Hall

The College has a spacious auditorium which caters to the demands of the College for Scholastic and co scholastic activities. The auditorium accommodates almost 300 persons. The auditorium is well furnished with facilities such as Public Addressing System, a permanent LCD Projector etc. It is used for common programmes of the College like Seminars, Quiz Competitions, Debates, Workshops, GTA Meetings, Alumni Meetings, Arts festivals, talents day etc. The details of resources available for art and craft are given in the table 4.5 (Page no 97).

Vehicle Parking

Parking facility is provided for two-wheelers and four-wheelers in the Campus.

Coin Phone

College provides a coin phone facility for students. In addition to this, the telephone facility in the office can also be used by students on request.

Electricity and Lighting

Our campus is blessed with natural light and fresh air. It is provided with well-planned lighting arrangements. Uninterrupted power supply is ensured by use of generator. All the classrooms, office, staffrooms, laboratories, the Library, Auditorium etc. are fully electrified with fan, tubes and power plugs.

Transport

The College has college bus of its own. 40% of the students stay in hostels and others are residing in the nearby places. Usually a good number of students are from Lakshadweep, who belong to Scheduled Tribe, and are accommodated in the Hostel.

Health and Physical Education Resource Centre

The Institution ensures the health and physical well being of students and staff by providing indoor and outdoor playing facilities.

4.5.5 Fully-Equipped Classrooms for the Use of Latest Technologies

The general classrooms are equipped with facilities like Computers and LCD projectors. Various resource centres have been established to help the students in their academic pursuits. The College has a fully furnished Science and Mathematics Resource Centre, Psychology Resource Centre, ICT Resource Centre. The different laboratories are functioning under the supervision of a faculty-in-charge. The College has 10 computers in addition to the 15 computers in the Computer Lab. Free Internet access is provided to the students and the faculty. Local Area Network in the College is connected to Library, the Principal's Cabin, ICT Resource Centre, the Office and the Faculty Room. Broadband Internet connection is available in all these places.

A training and demonstration of a hosted real time school, course management system with progress reporting, grading and online assignment submission are in the plan of the Institution. As a part of the plan, demo classes were conducted to introduce the Student teachers to latest digital training tools like mobile touch based

Tablet PCs with advanced training applications to provide access to over 10,000 educational e-books, educational videos, etc. We plan to introduce the facility in the ICT lab. We also plan to incorporate latest technologies like visualizer, interactive white boards etc. in our classrooms in the near future.

4.6 BEST PRACTICES IN INFRASTRUCTURE AND LEARNING RESOURCES

The College Management is always supportive for updating the existing facilities for teaching learning process. Finance is not a constraint for the betterment of the infrastructure. The Institution assures quality teacher education through various strategies adopted from time to time.

4.6.1 Best practices in the delivery of instruction, including use of technology

- Teacher educators use LCD projectors for imparting the Curriculum

- Student teachers are motivated to prepare and use PowerPoint presentations in the learning process.

- To acquaint with global trends in education, web based assignments are given.

- Self-instructional modules are prepared by Faculty members

- Learner participation is promoted by providing opportunity for reflection

- Faculty and M.Ed. scholars jointly develop audio CDs for audio tutorial

4.6.2 Best Innovative Practices Related to the Use of ICT for Quality Enhancement

- Online submission of assignments

- Seminar presentations and classes are done by using ICT equipment

- *Gyan Darshan* and *Victers* Channel programmes are watched by the students as well as the faculty

- Providing access to e-journals and online libraries

- Encouraging blog creation and web designing

- Online testing of intelligence, attitudes, anxiety, self-esteem, self-concept etc.

- Online tutorials during practice teaching days and vacation

- Formed discussion groups in various social networks to broaden the knowledge of students

- Constant interaction with alumni members through social network to enhance teaching learning

- The Institution takes initiatives to adopt interdisciplinary mode of teaching in complementary topics through ICT

4.6.3 Best Practices in Infrastructure and Learning Resources in Vogue Adopted by the Institution

- Blogs writing

- Peer evaluation

- Practicing more teaching skills

- Introduction of yoga and music appreciation to improve student performance

- Assessment of student behavior by using different tests

- Book bank system

- Specially arranged laboratories like media lab

- Provision for settling students grievances

- Braille books

The Institution thrust on providing adequate Infrastructure and Learning Resources for the optimum utilisation of the Faculty and teacher trainees. We believe that, teacher education is one of the corner stones of nation building and thus we envision to keep growing in the direction of our master plan.
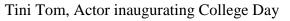
CRITERION FIVE

STUDENT SUPPORT AND PROGRESSION

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CRITERION V
STUDENT SUPPORT AND PROGRESSION

5.1 STUDENT PROGRESSION

5.1.1 Orientation Programme

The academic year begins with an inaugural meeting. Every academic year commences with an orientation session to acquaint the newly admitted student teachers with the various aspects of the programme. Along with this, a Talents Day is also conducted. Specific time is allotted to students to express their special interests. This programme helps to initiate and maintain a cordial relationship among the students and teachers. The following activities are provided for preparing the students for the academic programme:

- **Orientation at the Time of Admission**– The principal and the staff members provide an outline of the curricular and co-curricular activities of the Programme to students and their parents.

- **Six Day Orientation Programme**– This programme focuses to develop awareness about the vision, mission, goals and objectives of the Institution, values of teaching profession, status and code of conduct for student teachers, evaluation process and facilities available in the Institution. The Orientation programme starts with a self-introduction session.

- **Self-Introduction**– At the beginning of the Course, a self-introduction programme is organized to provide an opportunity for the students to get acquainted with one another and to create an immediate bond amongst them.

- **Profile of the Student Teachers** - Personal profile of the student teachers are collected and retained to get all necessary personal and academic information.

- **Administration of Teaching Aptitude Test**– In the beginning of the programme a teaching aptitude test is administered to all the newly admitted student teachers.

- **Administration of Self Esteem Inventory -** A self esteem inventory developed by Dr. Karunanidhi is administered to newly admitted student teachers to get awareness on themselves and their potentialities. This is an important tool to help the students to build their self esteem and confidence.

- **Talents Day -** Student teachers are given opportunity to express and present their talents individually and in groups. This is a holistic tool used to provoke and discover what is latent, to strengthen what is nervous, to empower what is weak and to develop what is dormant.

5.1.2 Campus Environment and Motivation

Serene and sylvan ambience of the Campus - away from the buzz-full city life - provides the most congenial, pleasant, functional and creative environment for the healthy development of the intellectual, emotional, spiritual, physical, aesthetic and imaginative competence of our student teachers. The Campus environment is favourable for the all-round development of the personality with adequate facilities for health care, social service, knowledge development, skill training and research work.

The College trains our students to maintain the biotic and abiotic environment pollution-free. Well-ventilated and properly-lighted classrooms facilitate an ambience conducive to learning. The democratic approach of the Principal and the staff ensures the optimum performance of the student teachers. The mission and vision of the Institution is displayed within the Campus to stimulate the student teachers.

Co-scholastic activities conducted under various clubs, extension services, SUPW, enhanced Library facilities, participation in inter-collegiate level competitions, IT oriented programmes, celebration of varied days of importance, awareness programmes, tutorial system etc. ensure the overall development of the student teachers.

The Institution motivates the staff and students by giving certificates, trophies, medals and cash prizes for their outstanding performances in individual and group activities in intramural and extramural competitions. The winners are congratulated in the general assembly. The Institution also conducts a Graduation Day to honour the meritorious students after the publication of final examination results.

The College is affiliated to Mahatma Gandhi University, Kottayam and follows the Choice Based Credit and Semester System (CBCSS) with grading for B.Ed. and M.Ed. courses.

The performance of the Institution is reflected in the results of the university examinations. The result of B.Ed. and M.Ed. Programmes of the previous two years shows remarkable academic performance of the College. Details are given in table 5.1.

Table 5.1

Results of B.Ed. and M.Ed.

	B.Ed. 2011-12	M.Ed. 2010-11	Total	B.Ed. 2012-13	M.Ed. 2011-12	Total
Admitted to the Programme	67	35	102	73	35	108
Appeared for the Final Year Examinations	66	31	97	71	35	106
Passed in the Final Examinations	100%	100%	100%	100%	100%	100%

5.1.3 Dropout Rate of Students

The dropout rate is negligible in the Institution. Dropout mainly occurs due to placement and health reasons. Measures like personal counselling are taken by the Institution to reduce the dropout rate.

The dropout rate of students during the last five years is given below:

Table 5.2

Dropout Rate of B.Ed. Programme

Academic Year	No. of Students			Dropout			Dropout rate (%)		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
2012-13	10	63	73	1	1	2	1.36	1.36	2.72
2011-12	11	56	67	0	1	1	0	1.49	1.49
2010-11	8	50	58	0	2	2	0	3.44	3.44
2009-10	27	94	121	0	0	0	0	0	0
2008-09	7	81	88	0	0	0	0	0	0

Table 5.3

Dropout Rate of M.Ed. Programme

Academic Year	No. of Students			Dropout			Dropout rate (%)		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
2012-13	7	28	35	0	0	0	0	0	0
2011-12	6	29	35	0	0	0	0	0	0
2010-11	10	25	35	1	3	4	2.85	8.57	11.42
2009-10	4	21	25	0	1	1	0	4	4
2008-09	7	18	25	0	1	1	0	4	4

5.1.4 Institutional Motivation to Students for Higher Studies

Each teacher is expected to inspire and excite a boundless sense of curiosity in the student teachers so that they will continue to learn throughout their life time. The Institution extends possible assistance to student teachers in their academic pursuits. Facilities like computer education, familiarizing students with online libraries and journals, preparation and use of PowerPoint presentation using LCD etc. are made mandatory in order to prepare them for successful career advancement. The well-equipped laboratories like computer lab, language lab, technology lab and psychology lab are highly beneficial in this regard.

Time is allotted for providing special coaching for NET, SET and other competitive examinations. Reference books are made available in the College Library catering to such requirements of the students. In the last three years 22 of our students qualified the SET and four students got through the NET examinations.

The Institution shares with the model school, a centre approved by the Department of Minority Affairs, Government of Kerala within the College for imparting free training for competitive examinations for our students and the general public.

Training in life skills such as Communication Skill, Problem Solving Skill, Negotiation Skill, Decision Making Skill, Self Management Skill, Creative Thinking,

Critical Thinking, Time Management, Stress Management, Self Management etc. are provided to student teachers as part of scholastic and co-scholastic activities to make them competent and equipped to meet the current challenges.

The placement cell of our college is actively involved in searching for vacancies in different government/ aided and self-financing schools as well as colleges. The subject-wise classified advertisement for teaching post vacancies that appear in various newspapers are sorted out and made available in the Library. The Placement Cell has established linkages with recruiting agencies, private and aided schools and colleges through the local networking.

5.1.5 Percentage of Students Going for Higher Studies

We inspire the student teachers to conceptualize the importance of becoming competent and industrious in their life. The statistics of students going for higher studies and teaching are given below:

Table 5.4

Statistics of Students Joined for Higher Studies and Teaching

Year	Higher studies (%)	Teaching (%)
2012-13	10.59	25
2011-12	18.18	31
2010-11	17.85	31.1

5.1.6 Facilities Rendered to Alumni

The alumni, NOSA is very active in the Institution. The Institution provides certain facilities to the alumni members. The Institutional resources can be used by the alumni after submitting a written request in the prescribed format. A file is maintained in the Library for this purpose. Many students have availed this facility. The alumni members actively participate and host various training programmes in the institution. They also avail the placement services provided by the Placement Cell.

5.1.7 Placement Services

The Institution assists the students to get placement. The Placement Cell of the Institution is very active and has connections with various recruiting agencies and placement cells of other institutions. We open all vistas of employment opportunities and introduce our students to less tackled areas like instructional designing, transcription, editing and so on. Information about vacancies is displayed on the Notice Board. More than 20 teacher trainees were placed through the Placement Cell.

5.1.8 Difficulties Faced by the Placement Cell

Many school authorities approach us to conduct campus interview in the months of April and May. But the Placement Cell finds it difficult to conduct them, as the students are busy preparing for University Examinations during this period. The Course commences in November and ends in October while the academic year of Schools begins in the month of June. The advertisements for teacher recruitment are usually published during summer vacation in private schools. In spite of the time lag in graduation and placement we keep in touch with the Institutions and other recruiting agencies. Maintaining the 'Placement Corner' proves beneficial in this regard.

5.1.9 Placement Service in Collaboration with Practice Teaching Schools

The Placement Cell provides opportunities for students to get employment at practice teaching schools as and when required. For this, the Placement Cell maintains proper records of practice teaching schools and other institutions. Our students are given priority for filling the vacancies that arises in the Model School.

5.1.10 Institutional Assistance

We endeavour to evolve as an institution with 100% placement for our students. All facilities are made available to the Placement Cell for its effective performance. The Institution supports placement cell by providing a room, computer facility with Internet connection and other secretarial assistance. A Placement Corner is maintained in the Library with all details of vacancies and classifieds information that appear in newspapers. This is sorted, clipped and filed for the benefit of the students.

The Placement Cell has one faculty-in-charge and four members. They assume full responsibility in matters relating to campus recruitment, Notice Board display, informing student teachers about the vacancies, date of interviews and so on. The College provides financial support to the Placement Cell to gather information and maintain the records.

5.2 STUDENT SUPPORT

5.2.1 Implementation of Curricular and Co-curricular Activities

The Institution follows the Curriculum prescribed by the Mahatma Gandhi University. The curricular activities are planned according to the Syllabus and the Academic Calendar provided by the University. Staff members meet before the commencement of the academic year and evaluate the feedback and suggestions given by the previous batches, external examiners and other sources. The curricular and co-curricular activities are planned accordingly.

On the basis of these planned curricular and co-curricular activities, the Academic Calendar and Timetable are prepared, discussed and finalised in the Staff Council. To facilitate co-curricular activities, a student council/various clubs and committees are democratically constituted with a teacher-in-charge for each of them. Every club has an executive committee with four or five members selected from the student teachers. The teacher-in-charge and the Executive Committee discuss and finalise the action plan for the year.

The Staff Council ensures the inclusion of every aspect of the Curriculum in the Academic Calendar in accordance with the University Academic Calendar. Periodically the activities included in the Academic Calendar are reviewed in the Staff Council and necessary modifications are made. Both teaching and training activities are planned separately for each semester. On the basis of this planning, micro-teaching sessions, discussion lessons, demonstration lessons, criticism lessons, practice teaching sessions etc. are conducted.

Various co-scholastic activities including extension lecturers, conducting of morning assembly, college sports meets, debates, celebration of important national and international days and festivals, arts and literary competitions are also planned in advance. The detailed schedule is communicated to all student teachers well in time for their reference and preparedness. Feedback on Academic Calendar is invited from students through a suggestion box.

The College Calendar is effectively used as a tool to disseminate the action plan. A detailed structure of B.Ed. and M.Ed. Programmes including the Syllabus, basic requirements, scheme of examination, rules and regulations of the College and the Library are also given in the Calendar. Morning Assembly is conducted regularly to trigger the commencement of the working day.

The following are the important activities conducted by the Institution for the purpose of effective implementation of the Curriculum:

- Organising guest lectures, seminars, debates, table talks etc. on academic aspects

- Internship, practice teaching, project works, brain storming, buzz sessions etc.

- Organising field trips and study tours to historical places like Hyderabad, Mysore etc.

- Observation of days of importance

- Celebration of national and cultural festivals such as Independence Day, Onam, Eid, Christmas etc. for cultural integration

- Motivating and preparing the student teachers to participate in collegiate and intercollegiate competitions

- Publishing of magazines, journals and newsletters

- Arranging community oriented programmes

The Institution follows a proper and effective evaluation system; it adopts various methods for collecting information on curricular and co-curricular aspects from student teachers, Faculty members, GTA and alumni. The staff members personally interact with the students to collect their feedback. The collected feedback is analysed and discussed in the Staff Council. Necessary changes are made for effective implementation of the Curriculum.

5.2.2 Physically Challenged Students

The Institution caters to individual needs of the differently-abled student teachers. Physically challenged students are given admission and are provided with required facilities.

A physically challenged student was admitted for B.Ed. in the year 2012-13. The Guidance Cell extended all support to get her the necessary books from the Library functioning in the first floor. The Institution ensured her active participation in the scholastic and co-scholastic activities and she successfully completed the B.Ed. Programme with Grade 'A'.

5.2.3 Mentoring

The Institution emphasizes the role of teacher as mentors. The mentoring services are provided to students with academic and personal problems. A tutorial system is followed in the Institution and the students are divided into different groups assisted by teachers. Teachers maintain tutorial and case study records of their students. At present, B.Ed. students are divided into eight tutorial groups and M.Ed. students are divided into four. Seven to twelve students are assigned to each teacher under this programme.

5.2.4 Institutional Provisions for Mentoring

The Institution encourages teachers to attend seminars, symposia, workshops, academic conferences organised by other academic bodies including universities by providing on-duty-leave, travelling allowances etc. The Institution provides support for organising workshops, seminars, conferences and other activities for quality enhancement of the Faculty members. Facilities like ICT, Library, Resource centres and the like are adequately arranged in the Institution to enhance the effectiveness of the faculty. Supervised study is arranged for the low achievers to improve their performance. The feedback on supervised study is presented by each Faculty in staff council and is discussed.

5.2.5 College Website

From 2005 onwards the Institution maintains a website of its own and is updated regularly (www.nationalcollege.edu.in). A face lift of the Website was done in the year 2012. All necessary information pertaining to the Institution such as motto, vision, mission, goals, objectives, rules and regulations, details about teaching and non-teaching staff, infrastructure etc. are available in the Website. An option to download required forms and applications is also accessible.

5.2.6 Remedial Teaching Programme

The Institution provides remedial programme for academically low achievers. The teacher educators identify low achievers after each unit test. Immediate remedial classes are arranged for them. The subject teachers help them to prepare for the examinations by providing them clarifications, extra books, relevant home assignments and handouts for easier assimilation. Members of faculty and experts from other educational institutions engage classes after college hours and on holidays. The service of the alumni is also sought. Communicative English classes are given to the students after testing their communication skills before the commencement of the particular programme. During 2012-13, Communicative English classes were conducted by Mr. Tom Thomas of New Man College, Thodupuzha, Idukki and Ms. Subha R. Kurup, Assistant Professor in English Education of the College.

5.2.7 Teaching Strategies for Advanced and Slow Learners

The Institution adopts specific teaching strategies to cater to the needs of the advanced and slow learners. For the advanced students' enrichment activities like projects, seminars, assignments, instructional materials, documentation are given. For the slow learners special coaching classes and assistance are given by mentoring and remedial teaching programmes. Special attention is given to students having difficulties in learning.

5.2.8 Guidance and Counselling cell

Guidance and Counselling Cell functions in the College under the supervision of a competent senior teacher. A room is arranged for smooth functioning of the Guidance and Counselling Cell. The students can freely approach the Cell for guidance and counselling in matters related to personal, vocational, academic and other aspects related to their lives. The Staff Advisor to the College Union coordinates, guides and directs all the activities for the well being of the students. Information on career opportunities, scholarships and other financial assistance from government and other agencies are readily made available to the students through the Guidance and Counselling Cell.

A Women's Counselling Cell functions under a female teacher who has undergone special training. The Women's Counselling Cell is formed in the College for solving the problems and issues related to female students. The activities of the Cell are beneficial as majority of the students are women.

5.2.9 Grievance Redressal Cell

The Institution has a well functioning Grievance Redressal Cell. Any complaints/grievances or suggestions concerning students, teachers and institutional facilities can be dropped in the grievance box. The grievance box is opened twice a month and the Grievance Redressal Cell discusses the major issues and suggestions. The reports and findings are periodically forwarded to the Management for reconciliation and consideration. The Institution introduced the following measures to promote students welfare based on the grievances identified.

- Modified rules related to Library timings, issue of books etc.

- Installed new computers with requisite software

- Increased the frequency of coaching classes for NET, SET etc.

- Improved the canteen and refreshment facilities

- Arranged parking facility for vehicles

5.2.10 Monitoring of Students' Activities

The activities of the students are constantly monitored to encourage the students to introspect and improve their performance in curricular and co-curricular activities. The following tables provide the details of the monitoring mechanism followed in the Institution.

Table 5.5

Monitoring Mechanism for B.Ed. students

Phases	Technique	Monitoring Agency
Orientation Phase	English proficiency test, Computer efficacy test, Teaching aptitude test, Self-esteem test	Teachers
Implementation Phase	Morning Assembly, Assignments Seminars, Workshops, Unit tests	Teachers
Pre Practice teaching	Micro-teaching, Discussion lessons, Demonstration classes, Criticism lessons	Teachers Peer group
Practice teaching	Observation schedules	Principal Teacher educator Mentor teacher M.Ed. students

Table- 5.6

Monitoring Mechanism for M.Ed. students

Technique	Monitoring agency
English proficiency test, Computer efficacy test, Teaching aptitude test, Self esteem test, Test in research aptitude.	Faculty members
Theoretical papers, Tests Seminars, Research proposal presentation	Faculty members Colloquium of faculties.

5.2.11 Practice Teaching

The student teachers complete the practice teaching exercise in different phases. At the onset, micro teaching session is conducted for mastering different teaching skills. This is followed by five discussion lessons. After introducing the students to the development of discussion lesson plans, each student teacher is familiarised with the concepts, purposes and ways of developing individual lesson plans.

During the demonstration session, teacher educators, alumni members and senior high school teachers deliver lessons in real classrooms. Student teachers actively involve in discussions and clarify their doubts. The students have to observe five demonstration classes.

Student teachers take criticism classes which are subjected to critical evaluation by the supervising teacher and peers to help the student teachers to understand their weaknesses and to improve their performance.

Before starting with the teaching practice, the principal and members of the Faculty visit the practice teaching schools and interact with the Head of the Institutions and mentor teachers for the successful completion of the practice teaching session.

During practice teaching, the teaching staff observes and evaluates the classes of student teachers and gives necessary feedback to the students. Evaluation by the heads of the practice teaching schools, mentor teachers of concerned subjects and peer group is mandatory. For this evaluation, a specially prepared student teacher diary is given to the student teachers. The student teachers have to report their self-reflection after each class in the Diary. There is also provision for recording the observations of the teacher educators, physical education director, head of the Schools and Principal of the College in the Diary. The Diary is a valuable source of information on the performance and progress of the trainees.

After the completion of practice teaching, student leaders have to submit an attendance register and the sealed evaluation proforma from the Schools to the principal. A reflection session on the experiences during practice teaching is conducted on the first working day in the College Auditorium. Besides, each trainee shares his/her experiences in the optional classes.

5.3 Student Activities

National College for Teacher Education strives to be an institution with a difference. The Institution takes the responsibility of moulding the minds of its students to meet the challenges of the present social scenario. The Institution particularly focuses on the pivotal aspect that our students will be on a wider mission to mould and inspire the generations to come. The Institution organises a wide range of activities for the progress of the students adhering to the goals and objectives of the Institution.

5.3.1 Alumni Association – NOSA (National Old Students Association)

NOSA is the alumni of the Institution. This body primarily updates the College about the professional growth of its former students. Steps have been taken for strengthening the Association to make it more beneficial for the present students as well. Alumni Meet is held every year on the second Saturday of January. It is a festive occasion for the College as a commendable number of former students enthusiastically participate in the event. Achievements of the former students are honoured during the meet. This meet is an arena for the former students to keep in touch with the progress and development of the Institution. The alumni members are an integral part of the National family and render valuable services to the Institution as resource persons for various curricular and co-curricular programmes. The last election was conducted on 14th January, 2014. The present office bearers of NOSA are given below:

Table 5.7

Office Bearers of NOSA 2014

Position	Members
President	K.T. Shaji
Vice President	Anooja Ayyappan
Secretary	Libin Bernard
Joint Secretary	Ali Mubarak
Treasurer	Sreejesh
Executive members	Chinnu Soman Shihab Asha K. Devassia

The Association provides scholarship for meritorious students of Salem Vocational Higher Secondary School, Vengola and MSRVHS, Mazhuvanoor of Ernakulam District. The Association sincerely cooperates in conducting seminars, awarding of scholarships and contributes to the Institution. Every year, a session is arranged where the alumni members share their experiences to acquaint the ongoing batch of students on the role and functions of teachers and the need for upholding the vision, mission, goals and objectives of the Institution. In the year 2012-13, NOSA contributed a water cooler to the College. Following are the members of alumni now occupying prominent positions:

1. Mrs. Shamila K. Assistant Professor, Al Ameen College of Arts and Science, Edathala, Ernakulam

2. Mrs. Sereena Manzoor, Auditor, Government Municipal Office, Perumbavoor, Ernakulam

3. Mrs. Bindu R., Lecturer in Education, DIET, Kottayam

4. Mr. Mohammed Shameerudheen, Multiskilled employee, Vigilance department, Lakshadweep

5. Mrs. Saheera Beegum P. M., Junior investigator, Department of Planning and Statistics

6. Mrs. Panchami P C, Probationary Officer, Indian Bank, Thrissur

7. Mr. Shameer K, Assistant Professor, MES College, Thamarassery, Calicut

8. Mr. Sudheesh. P, Psychiatric Assistant, Cooperative Hospital, Vadakara, Calicut

9. Mr. Anoop Davis, Advocate, District Court, Thrissur

10. Mrs. Sudha P., Assistant Professor, St. Peters Training College, Kolenchery, Ernakulam

11. Mrs. Divya Thomas, Assistant Professor, MES College of Arts and Science, Edathala, Aluva

12. Mr. Ajeesh Kumar PK, Trained Graduate Teacher, Thiruvangoor HSS, Calicut

13. Mr. Rajesh Sankar, Post-graduate Teacher, Calicut

14. Mrs. Fousiya Beegum, PGT in English, Lakshadweep

15. Mr. Noushad KC, Trained Graduate Teacher, Kannur

5.3.2 Extra Curricular Activities

The Institution arranges scholastic and co-scholastic programmes under various clubs. Before the commencement of every academic year, the Staff Council schedules a plan of action which is subsequently included in the College calendar. Each club follows a plan of action of its own every year. A faculty-in-charge is nominated for the proper functioning of each club. The important clubs functioning in the College and some of the major activities are listed below (table 5.8):

Table 5.8

Clubs and their Activities

Sl. No	Club Name	Major activities
1.	SCIENTIA - Science club	• Blood donation camp • Energy conservation class • Seminar on contagious diseases • Exhibition of teaching aids
2.	PANGIA – Social Science club	• Coin exhibition • Field visits • Street play • Tableau • Quiz on freedom struggle and independence • Mock parliament • Manuscript magazine
3.	INSIGHT – Psychology club	• Psychology class • Documentation of profiles • ICT related activities • Compilation of articles
4.	Literary club	• Drama presentation • Collection of rhymes • Manuscript Magazine • Creative writing • Literary Quiz • Book exhibition • Collection of drama CDs

Student Support and Progression

Sl. No	Club Name	Major activities
5.	MAN-AGE – Commerce club	• ICT related activities • Mock budget presentation • Business album • Seminar on stock market • Discussion on budget • Industrial visit • Talk on new investment policy
6.	SYMPHONY – Theatre and Music club	• Music appreciation • Honouring old student for winning *Gandharva Sandhya* - a musical reality show • Organizing music events • Workshop on dramatization skills • One act play writing • Non-verbal communication
7.	Debate club	• Conducting debate competitions • Debate on social issues
8.	Tourism Club	• Field visits • Exhibition • Collection of brochures
9.	Nature club	• Preparation of agricultural calendar • Exhibition of medicinal plants • Medicinal garden • Tree planting
10.	ISHANGO- Mathematics club	• Paper presentations on mathematicians • Collection of puzzles • Quiz competition • Exhibition on aesthetic value of mathematics • Picture albums

Socially Useful Productive Work

The SUPW is an important programme to promote work culture and dignity of labour among the students. The various activities conducted under SUPW are given below:

- Campus cleaning and beautification

- Art and craft work

- Glass painting

- Cancer awareness programme

- Legal awareness programme

- Road safety awareness programme

- Organ donation programme

- Social survey

- Preparation of soap powder, soap making, toilet cleaner, tooth paste, multipurpose hand wash

- Visit to multigrade school, special schools, orphanages etc.

Sports and Games

Activities of sports and games are conducted under the supervision of the concerned Faculty. Competitions of three types - individual, group and house-wise are held every year and certificates and trophies are distributed to the winners of various items. Students are divided into three houses – Snow white, Royal blue, and Red rose. Championship is given to the house with the highest score. Individual championships for male and female are also given. Sports and games competitions are held for recreational purposes during occasions like Onam, Christmas and Eid. The College offers an elective paper on Health and Physical Education for B.Ed. Students actively participates in the collegiate sports meet and other tournaments. Training in badminton, volleyball and throw ball is given after class hours. The college has a basketball court.

Our students won SAM ever rolling trophy in university volley ball tournament in 2010-2011. In 2011-12, our girls throw ball team won the SAM ever rolling trophy at the university level.

The Institution also encourages students to organize exhibitions on instructional materials related to their academic and other activities.

5.3.3 College Magazine

The Editor of the College Magazine is elected from the student teachers. An editorial board is constituted to help the Editor in the publication of the College Magazine. The Editorial Board consists of

- The Principal

- A member of the Faculty nominated by the Principal as Staff Editor

- The Editor of the College Union

- The Chairman of the College Union

- The General Secretary of the College Union

- Three student members nominated by the Executive Committee

The research papers of Faculty, students and research scholars are published annually in the research journal of the Institution - *Edusight*. The Institution brings out the newsletter - *Isthiqbal* which provides a glimpse of the main events of the College.

5.3.4 College Students Union

The Elections to the College Union are conducted in accordance with notification of Mahatma Gandhi University. The Principal is the ex-officio president of the College Union. A member of the teaching staff is nominated by the principal as the Staff Advisor to the students' union. The affairs of the students' union are managed by an executive committee which includes the principal, the staff advisor, members of the College Students Union and a student representative from M.Ed. The main objectives of the College Union are:

- To unravel and polish the innate and intrinsic potentialities of every student teacher

- To foster the power of independent thinking, self-expression, expressive communication and focused observation coloured by values and moral codes of highest order

- To provide opportunities for character building among students

- To develop qualities of democratic leadership

- To extend citizenship training among students

- To organise debates, discussion, lectures, seminars, tours and field trips

- To organise and execute all student activities in the College

A properly accounted and audited union fund is maintained in the College. A nominal amount is collected from students towards this fund at the time of admission. This Fund is properly utilised for the various activities of the Union such as College Day, Arts Day, Sports Meet, celebration of festivals, Teachers' Day, Alumni Meet and other fests and events.

5.3.5 Various Bodies with Students Representation

Guardian Teacher Association (GTA)

Every year a new GTA body is formed in the College. The Association includes all Faculty members and guardians of all the students. It supports the various developmental programmes of the College. In 2013, GTA contributed a tea vending machine to the Institution. An executive committee selected from the members of GTA monitors its administration. The collections are properly accounted and audited regularly. Audited reports are presented in the General Body meeting.

In addition to the Guardian Teachers Association, the Institution has other bodies which have representation of students in academic, co-curricular and administrative activities. The Mission and Vision of the College declares and seeks the active participation of the student community in all the areas of the teacher training programme. Some of the bodies with student representation and their activities are given below (table 5.9).

Table 5.9

Committees and their Activities

Committee	Activities
College Magazine Committee	Collection, editing, publication of College Magazine
College Students Union	Organise and execute all student activities in the College
Placement Cell	Provide placement services and maintains placement corner
Grievance Redressal Committee	Identifying grievances and taking necessary remedial measures
Literary And Cultural Clubs	To conduct various literary, arts and cultural events, competitions and programmes
Anti Ragging Cell	Developing awareness among students against ragging through extension lectures
Nature And Tourism Clubs	Field trips, exhibitions, gardening and beautification of the Campus
Debate Club	Conduct debate competitions and discussions on social issues

5.3.6 Feedback Mechanism

The Institution collects feedback from the students through an evaluation proforma based on the NCTE guidelines. Besides this, the Institution also collects feedback and suggestions from the employers, alumni, GTA etc. Based on the feedback, necessary changes are incorporated into the teaching strategies and institutional facilities. The progress of the student is informed to the parents frequently to ensure their cooperation. The feedback collected from all sources including teacher trainees and the employers, is utilized towards effective planning and execution of activities for improving the quality of the teacher education programme and the Institution.

5.4 BEST PRACTICES IN STUDENT SUPPORT AND PROGRESSION

Every academic year begins with a one week orientation programme to familiarize the students with vision, mission, goals, objectives, rules and regulations of the Institution; to enlighten them about the dignity of teaching profession, status

and code of ethics for teachers etc. Activities are organised for conveying messages against harassment of women, drugs and alcohol abuse, ragging; generating awareness about HIV/AIDS, cancer and other life style diseases; and other student enrichment classes on physical fitness, road safety, communicative English classes etc.

The Institution provides career guidance to the students to enable them to get placed. Coaching for various competitive examinations like NET, SET, TET, PSC etc. is provided to the students. The Institution shares a centre with our model school, approved by the Department of Minority Affairs, Government of Kerala for imparting free training for competitive examinations for our students and the general public.

The innovative practices in student support and progress of the Institution are listed below:

- Effective Orientation programme

- Well-equipped Library

- Well-equipped computer/media/language lab

- Specially arranged resource centres

- Provision for settling students' grievances

- Effective placement services

- Guidance and Counselling services

- Regularly updated Website

- Coaching classes for competitive examinations

- Remedial teaching for low achievers

- Anti-ragging and ethics committee

- Student welfare practices

- Scholarships and incentives for students

- Students Research publications

- Variety of clubs and their activities

- Proper evaluation and follow-up mechanism

The Institution gives special attention to inculcate moral and ethical values among the student teachers. We earnestly believe that the theoretical and practical knowledge gained by them from the Institution becomes a real source of inspiration to lead a successful life in their future. The balanced student teacher ratio in the College facilitates the teachers to maintain cordial relationship with every student. Students consult teachers for redressing their personal, academic and vocational problems.

Organisation and participation in various club activities help the students to take up constructive leadership roles effectively. At present, the Institution gives more priority to the student support system by providing scholarships and adopting every possible measure for their quality enhancement. We stand for the student progression through student support system.

CRITERION SIX

GOVERNANCE AND LEADERSHIP

Justice V.R. Krishna Iyer inaugurating Spit Free Kochi Campaign at his Residence

Spit Free Kochi Campaign – Initiative of Aadya

Farming

A Classroom Activity

Community Get together – Initiative of Aadya

NOSA Meet

Cancer Awareness Programme

CRITERION VI

GOVERNANCE AND LEADERSHIP

6.1 INSTITUTIONAL VISION AND LEADERSHIP

6.1.1 Institution's Vision, Mission and Values

The Management of the College strives to create a conducive learning environment, to ensure involvement of the entire staff through a participatory process in developing the Institution as a centre of teacher education with a difference.

Vision

- Power of Knowledge and Fortitude of Values

Mission

- We stand for excellence, wisdom and commitment to the society

Values

- To develop professionally responsible, culturally refined, emotionally balanced, intellectually competent, physically sound and vocationally creative teachers

Objectives

- To equip the teachers to become intellectually competent and academically enlightened

- To help the socially deprived to catch up with the main stream of the society

- To empower the teachers for self-development, and for the progress of the society and the nation

- To create awareness about the issues of ecology and environment

- To inculcate value awareness among prospective teachers

- To enhance employability skills and to introduce students to new areas of placement

- To provide innovative practices in accordance with the global trends and demands

- To build faith in democratic principles such as Equality, Liberty, Fraternity and Social Justice

The Institution brings out competent, qualified teachers to serve the society and country. The talented products of the College are expected to carry the name of the Institution to all parts of the country. The Vision, Mission, Values and Objectives of the Institution reflect the above purpose. These communicate what each stakeholder has to contribute and what they gain from the Institution.

College Calendar, Magazine, Website, Newsletter etc. are means to communicate the vision, mission, values and objectives. Every academic year begins with an Orientation programme to acquaint the student teachers with the vision, mission, values and objectives of the Institution. The Institution's vision and mission are fulfilled through the various scholastic and co-scholastic activities. This has been possible through an inspiring management, dedicated Principal, committed teaching community, administrative staff, student teachers and their guardians, parents and the local community.

6.1.2 Institution's Values, Objectives and Needs of the Society

The Mission of the Institution is mainly based on values and a sense of social responsibility. The Institution motivates the staff to undertake research projects useful for the society. The Institution makes the prospective teachers aware of the needs of the society and to act accordingly through various co-scholastic activities. The objectives of our extension activities are to provide increasing opportunities to all to lead a meaningful life. The College has extended its services to community through various extension programmes. Some of them are enlisted below:

- Organ Donation Forum in collaboration with SORT

- Blood Donation Camp organised jointly with Lalu Memorial Library Meprathupady, Ernakulam

- Cancer Awareness Programme sponsored by the Residents Associations of Meprathupady, Vengola and Jai Hind in collaboration with Renai Medicity, Ernakulam

- Environment Day celebration and distribution of saplings

- Awareness classes on energy conservation, protection of women and children, road safety etc.

- Field visits to Multigrade Learning Centre, Kunjippara; M. V. Ibrahimkutty Memorial Special School, Aluva; SOS Children's Village, Ernakulam and the like

- Lakshadweep Fest (Laccadiv 2014) hosted by Tourism Club

- Centre for University Examination for private registered B.Com. students

- Free counselling and legal consultancy services

- Expert coaching for competitive examinations like NET/SET/ TET/PSC

- Various clubs and their scholastic and co-scholastic activities

- Tutorial system and remedial teaching for low achievers

- An active placement cell to assist students in finding career opportunities both inside and outside Kerala

Needs of the School Sector

The College has a healthy relationship with other schools and colleges. The students of our college visit special schools like M. V. Ibrahimkutty Memorial Special School, Multigrade Learning Centre, Kunjippara and SOS Children's Village. Our students distributed learning materials such as books, pen, pencils and clothes to the inmates.

The Institution maintains good relation with the practice teaching schools. The heads and mentor teachers of the schools are invited for the different workshops and seminars organised by the institution. Scholarships are given to the needy students of the nearby schools. Improvised teaching aids made by the student teachers are supplied to the practice teaching schools for effective teaching.

Tradition and Value Orientation

The Institution aims at developing socially committed teachers who can contribute towards national development. We believe that inculcation of ethical and moral values among student teachers is highly essential to develop a sense of social commitment. This is achieved by conducting different types of scholastic and co-scholastic activities. Morning Assembly and Thought for the Day, campus cleaning and beautification, celebration of national and international days of

importance, celebration of cultural festivals, film shows and documentaries on various educational problems and challenges, College Union Election, Mock parliament are some of the activities which help to inculcate social, democratic values essential for character building.

6.1.3 Role and Involvement of Management

The College is established and managed by the Allama Iqbal Memorial National Foundation for Education and Training (AIMNET). The present Chairman of the College is T. A. Ahmed Kabeer. The Management Committee administers the College according to the stipulated rules.

Table 6.1

Management Committee

Designation	Name
Chairman	T. A. Ahmed Kabeer
Manager	Thasneem A.
Principal	Dr. Hashim Mohammed Hamza
Administrative Officer	K. Pavithran
HoD, M.Ed.	Dr. Achamma P. Mathew
Staff Secretary	E.P. Yazeeda
Superintendent	K.A. Mohammedali

The Institution has constituted different committees for its efficient functioning. Various committees of the College coordinate all the academic and non academic activities. The important committees are Internal Quality Assurance Cell (IQAC), Planning Committee, Advisory Committee for Library, Research Committee, Academic Committee, Admission Committee, Committee for Academic Calendar, Guidance and Counselling Cell, Women Empowerment Cell, Grievance and Redressal Cell, Placement Cell and Anti-Ragging Cell.

The Management strictly follows the norms and regulations of UGC, NCTE, Government and affiliated University in the appointment of staff. Qualification and competency are given pivotal place while appointing the staff.

The Management organises meetings periodically with staff and evaluates their performance. The Management also collects feedback from students, parents and others regarding the performance of the staff. The Management motivates the staff and students for their professional advancement. Teachers are encouraged to attend seminars, workshops, refresher courses etc. for quality enhancement. The management promotes conducting of workshops and seminars beneficial for staff and students.

6.1.4 The Role of the Management and the Head of the Institution in Ensuring Execution of Responsibilities

The Management committee and the Academic committee convene before the beginning of every academic year to evaluate the feedback received from various stakeholders of the institution. Based on this, policies are revised or made, decisions are taken and planning is done. The Institution follows a decentralised dissemination of work- where every member of the teaching and non-teaching staff plays a pivotal role in the day to day working of the Institution. The planning done at the management level is executed under the leadership of the Principal. Staff meetings are convened periodically in which the responsibilities of teaching and non-teaching staff are defined and communicated. Work allotment and Timetable are made on the basis of the decisions of staff meeting. Specific charges of individual teachers are included in the College Calendar. Notices are given and displayed on the notice boards specifying the duties.

6.1.5 Feedback Mechanism for the Management to Review the Activities

The Management of the Institution collects regular feedback- oral and written from students, teachers, academic peers, employers, alumni and GTA for performance assessment of teaching and non-teaching staff and other institutional facilities. The feedback is compiled and analysed for the perusal of the decision-making functionaries and bodies. The Management and the staff discuss the feedback and take immediate steps on important and urgent issues. The Institution revamps the activities based on the feedback if necessary. The suggestion box in the campus is useful in collecting such feedback.

6.1.6 Addressing the Barriers in Achieving Vision, Mission and Values

The Institution employs following methods to identify the barriers:

- Periodic meetings of the staff (formal and informal)
- Periodic reviews of various activities
- Feedback from students, parents, staff and stakeholders

Any hindrance in achieving the Vision, Mission, Goal and Values are addressed immediately and corrective actions are taken. The feedback received from the different stake holders are evaluated and deployed to enhance the infrastructural, institutional facilities and to improve the teaching learning processes.

6.1.7 The Management's Encouragement and Support

The Management provides a democratic environment for the staff to suggest, participate and implement their innovative ideas in the day to day functioning of the Institution. All members of the staff are part of the various committees and cells of the Institution. Every year, a Staff Secretary is democratically elected. The Management motivates the staff to undertake research work, participate in seminars, conferences, workshops etc. The Management provides the staff all facilities to improve their professional skills and potentialities. The College provides separate staff rooms for ladies and gents with basic amenities, drinking water facility, computers with Internet access etc. Developmental programmes are conducted for both teaching and non-teaching staff of the Institution. Feedback collected from the staff is evaluated by the management to improve the efficiency of the institutional processes. A Grievance Redressal cell functions in the college to address complaints if any of the staff.

6.1.8 The Leadership Role of the Head of the Institution in Governance and Management

Effective and efficient leadership is necessary for accomplishing the values and objectives. The Head of the Institution coordinates all the activities of the College democratically. The principal of the College closely governs and manages the Curriculum by fully involving in all activities, ensuring full utilisation of available resources, issuing guidelines for the conduct of examinations, practice teaching, organising co-scholastic activities, syllabus coverage etc.

Principal convenes Staff meetings periodically to plan the day to day academic and non-academic activities of the college based on the academic plan and the college calendar. Work and duties are then distributed to members of the teaching and non-teaching staff on daily basis. An effective evaluation mechanism is followed under his leadership for the effective implementation of the plans. All the activities, events and other relevant information for day to day running of the institution are given to staff and students as and when necessary. It is his duty to look into the successful execution of the plans. Suggestions are forwarded to the management for their implementation.

6.2 ORGANISATIONAL ARRANGEMENTS

6.2.1 Details of Different Committees Constituted by the Institution

The Institution has a well-established governance system and organisational structure for planning, implementing, monitoring and evaluating academic and administrative aspects. Various committees have been constituted for the smooth functioning of the College. The Principal is a member of every committee. Some of the important committees are the following:

Planning Committee

The Planning Committee consists of T. A. Ahmed Kabeer as the Chairman, Dr. Hashim Muhammed Hamza (Principal) as the Convener, Dr. Achamma P. Mathew, HoD of M.Ed., Dr. Alka Abbas M.A, Reader and K.Kuttappan, Assisstant Professor. The committee members meet twice in a year to plan the activities related to finance, infrastructure, research, extension etc.

Advisory Committee for Library

The Committee consists of Dr. Hashim Muhammed Hamza, Principal (Chairman), Ms. Mary Ambily Elias, College Librarian (Convener), , Dr. Achamma P. Mathew, HoD of M.Ed., Dr. Alka Abbas M.A, Reader, K. Kuttappan, Assistant Professor and College Union Chairperson. The Committee meets twice in an academic year. The main objective of the Committee is to monitor the functioning of the Library, to note down the requirements and forward them as suggestions to the Management.

Major decisions taken by the Committee are:

- Library Automation
- Setting up of Gate Register

Research Committee

Members of the Committee are Dr. Hashim Muhammed Hamza,Principal (Chairman), Dr. Achamma P. Mathew, HoD - M.Ed.(Convener), Dr. Alka Abbas M.A, Reader, K. Kuttappan, Assistant Professor and a Management Nominee. The Committee meets twice in a semester. The Committee was formed to promote and equip the Faculty to engage in research work.

Major decisions taken by the Committee are:

- To carry out minor research projects on
  - ➤ Effectiveness of Thaecondo training imparted to girl students – A project under Ernakulam District Panchayat
  - ➤ How far the mentoring technique introduced by SCERT in the D.Ed. Programme was implemented effectively
- To recommend the Management to subscribe for new research journals and periodicals for the Library

Academic Calendar Committee

The Committee consists of Dr. Hashim Muhammed Hamza, Principal as the Chairman, K. Kuttappan, Assistant Professor, as Convener, E. P. Yazeeda, Assistant Professor, Subha R. Kurup, Assistant Professor and Neena Thankappan, Assistant Professor. The Committee meets twice in a semester and develops annual calendar on the basis of scholastic and co-scholastic requirements.

Anti-Ragging and Sexual Harassment Cell

The Committee comprises of Dr. Hashim Muhammed Hamza, Principal as the Chairman, Kavitha N. Karun, Assistant Professor as Convener, Dr. Achamma P. Mathew, HoD - M.Ed., P.V. Jayakrishnan, Assistant Professor, Sajeev K. Paulose, Assistant Professor and a student representative. The Committee meets twice in a year. The

Committee reviews the rules and operational procedures regarding the safety of students. The cell is entrusted to generate awareness among students against evils like ragging, sexual harassment etc.

Guidance and Counselling Cell

Guidance and Counselling Cell includes Dr. Hashim Muhammed Hamza, Principal as the Chairman, Ms. Kavitha N. Karun, Assistant Professor as Convener, K. Kuttappan, Assistant Professor and Neena Thankappan, Assistant Professor. The Cell organises various orientation programme on career guidance and counselling for the students.

Major decisions taken by the Cell are:

- To conduct yoga class for reducing examination anxiety
- To introduce rational emotive behavior therapy for anger management

Women Empowerment Cell

The Cell consists of Dr. Hashim Muhammed Hamza, Principal as the Chairman, Dr. Achamma P. Mathew, HoD, M.Ed. as the Convener, E. P. Yazeeda, Assistant Professor, Kavitha N. Karun, Assistant Professor, Femina Isaac, Assistant Professor and Neena Thankappan, Assistant Professor. As majority of the students are women, the Committee decided to organise a seminar on protection of rights of women and children.

Grievance Redressal Cell for Staff

The Grievance Redressal Cell comprises of Dr. Hashim Muhammed Hamza (Principal) as the Convener, Dr. Achamma P. Mathew, HoD, M.Ed., K. Kuttapan, Assistant Professor and a management nominee. The Committee meets twice in a year.

Grievance and Redressal Cell for Students

The Cell consists of Dr. Hashim Muhammed Hamza, Principal as the Chairman, E. P Yazeeda as Convener, K. Kuttappan, Assistant Professor, P. V. Jayakrishnan, Assistant Professor, Sajeev K. Paulose, Assistant Professor and a student representative. The function of the Cell is to reconcile the grievances of students. The Cell meets twice in a year and as and when required.

Governance and Leadership

Internal Quality Assurance Cell

The Internal Quality Assurance Cell consists of Dr. Hashim Muhammed Hamza, Principal as the Chairman, K. Kuttappan, Assistant Professor as the Convener, Dr. Achamma P. Mathew, HoD, M.Ed., Dr. Alka Abbas M.A, Reader, Kavitha N. Karun, Assistant Professor, P. V. Jayakrishnan, Assistant Professor, Sajeev K. Paulose, Assistant Professor, E. P Yazeeda, Assistant Professor, Femina Isaac, Assistant Professor, Neena Thankappan, Assistant Professor, Subha R. Kurup, Assistant Professor and Mary Ambily Elias, Librarian. It was established to sensitise on quality enhancement and update with the growing educational and social demands.

Major decisions taken by the committee are:

- To submit a letter of intent for accreditation
- To form sub-committees for preparing SAR

SC/ST Monitoring Cell

Dr. Hashim Muhammed Hamza, Principal as the Chairman, Neena Thankappan, Assistant Professor as the convener, Dr. Achamma P. Mathew, HoD, M.Ed, P. V Jayakrishnan, Assistant Professor, Kavitha N. Karun, Assistant Professor are the members of the Committee. The function of the Cell is to monitor the welfare of SC/ST students.

Discipline Committee

Dr. Hashim Muhammed Hamza, Principal as the Chairman, P. V Jayakrishnan, Assistant Professor is the Convener of the Discipline Committee. Sajeev K. Paulose, Assistant Professor and E. P Yazeeda, Assistant Professor are the members. The function of the Committee is to ensure the smooth functioning and maintenance of discipline in the College. The Committee meets thrice annually and as and when the situation demands. The Committee also distributes duties and responsibilities to staff to maintain discipline.

Placement Cell

The cell consists of Dr. Hashim Muhammed Hamza, Principal as the Chairman, Dr. Alka Abbas, M.A, Reader as the Convener, P. V Jayakrishnan, Assistant Professor, Sajeev K. Paulose, Assistant Professor and a Management

Nominee as the members. The function of the Committee is to provide placement services to the students.

Examination Committee

Dr. Hashim Muhammed Hamza, Principal as the Chairman and Femina Isaac, Assistant Professor is the Convener of the Examination Committee. P. V Jayakrishnan, Assistant Professor, Sajeev K. Paulose, Assistant Professor, E. P. Yazeeda, Assistant Professor, Neena Thankappan, Assistant Professor, Subha R. Kurup, Assistant Professor are the members of this Committee. The function of the Committee is to take decisions related to the conduct of examinations, preparation of question papers, invigilation, correction of answer papers, compilation of scores and publishing of internals.

Guardian Teacher Association

The Guardian Teacher Association consists of Dr. Hashim Muhammed Hamza, Principal as the Chairman, Dr. Achamma P. Mathew, HoD, M.Ed. as Convener, K. Kuttappan, Assistant Professor, Sajeev K. Paulose, Assistant Professor, P. V. Jayakrishnan, Assistant Professor and E. P Yazeeda, Assistant Professor as members. GTA meets once in a semester. The GTA committee decided to contribute a tea-vending machine to the Institution.

Major functions of the association are:

- To communicate academic performance of the students
- To collect feedback from guardians on the overall functioning of the College
- To discuss and finalise the utilisation of GTA Fund
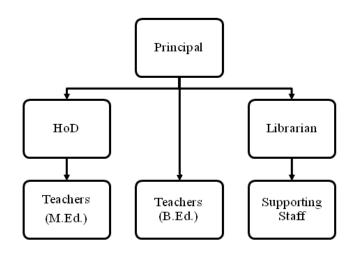
The details of the meetings convened by the various committees are recorded in their respective Minutes book.
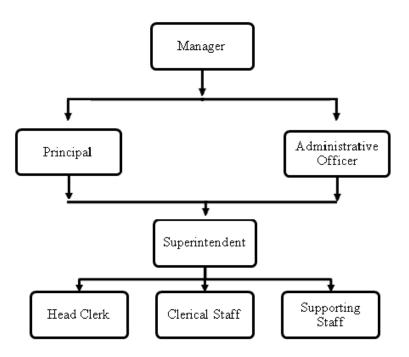
6.2.2 The Organisational Structure

Organisational structure of the Institution is depicted in the following flow charts.

Academic Organisation

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                          ┌─────────────┐
                          │  Principal  │
                          └──────┬──────┘
          ┌──────────────────────┼──────────────────────┐
          ▼                      ▼                      ▼
    ┌───────────┐         ┌───────────┐         ┌───────────┐
    │    HoD    │         │           │         │ Librarian │
    └─────┬─────┘         │           │         └─────┬─────┘
          ▼               ▼                           ▼
    ┌───────────┐   ┌───────────┐            ┌───────────┐
    │ Teachers  │   │ Teachers  │            │Supporting │
    │  (M.Ed.)  │   │  (B.Ed.)  │            │   Staff   │
    └───────────┘   └───────────┘            └───────────┘
```

Administrative Organization

```
                      ┌───────────┐
                      │  Manager  │
                      └─────┬─────┘
          ┌─────────────────┼─────────────────┐
          ▼                                   ▼
    ┌───────────┐                      ┌────────────────┐
    │ Principal │                      │ Administrative │
    │           │                      │    Officer     │
    └─────┬─────┘                      └────────┬───────┘
          └────────────────┬───────────────────┘
                           ▼
                  ┌────────────────┐
                  │ Superintendent │
                  └───────┬────────┘
          ┌───────────────┼───────────────┐
          ▼               ▼               ▼
    ┌───────────┐  ┌───────────┐  ┌───────────┐
    │Head Clerk │  │Clerical   │  │Supporting │
    │           │  │  Staff    │  │   Staff   │
    └───────────┘  └───────────┘  └───────────┘
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6.2.3 Decentralisation in Administration

The Management appoints teaching and non-teaching staff as per the rules of Mahatma Gandhi University/NCTE. All curricular matters are discussed in staff meetings and decisions are taken collectively. The Institution works through a system of effective coordination. The administrative decisions are taken and implemented by the Principal after discussing with the teachers and administrative staff. The Institution follows a decentralized system under a competent authority and work is

disseminated to integral units for effective execution. Different committees are constituted to accomplish the academic and action plans of the Institution. Under this system, work is allotted to all members of the teaching and non-teaching staff. The management is at the top level of the structure and formulates all the major plans and policies for the effective functioning of the Institution.

6.2.4 Institutional Collaboration with Other Agencies

The Institution maintains healthy relationship with schools, colleges, universities and other educational institutions. It also has good rapport with various GOs and NGOs.

The Institution has linkage with the following agencies:

- National Commission for Minority Educational Institutions
- SORT
- SCERT
- KELSA
- Renai Medicity, Ernakulam
- Indian Red Cross Society
- Residents associations, Meprathupady, Vengola and Jai Hind
- KSEB
- Cheraman trust, Kodungalloor, Thrissur
- All Kerala Training Teachers Association
- INTEL
- Vengola Panchayat
- Primary Health Centre, Vengola

Besides this, the Institution maintains healthy relationship with practice teaching schools and encourages them to give suggestions for quality improvement.

Feedback collected from these linkages are effectively utilised for improving the various academic and administrative functioning of the Institution.

Governance and Leadership

6.2.5 Using Feedback in Decision Making and Performance Improvement

The Institution uses feedback obtained from student teachers, alumni, GTA, heads and teachers of practice teaching schools, and other stakeholders for improving performance. Based on the feedback received changes were made such as:

- Change in dress code

- Introduction of coaching for competitive examinations

- Providing canteen facility

- Change in Library timings

6.2.6 Initiatives in Promoting Cooperation

The Institution encourages cooperation and sharing of knowledge across departments. During internship, M.Ed. students observe the classes of B.Ed. students in practice teaching schools and forward suggestions. The M.Ed. students also take classes for B.Ed. students during their internship in the college. The faculty of B.Ed. guides the theses of the M.Ed. students. All institutional facilities like ICT lab, Library, Resource centres etc. are shared by both B.Ed. and M.Ed. students. During special occasions, the staff members share feast arranged by the Management.

After the completion of practice teaching session, the teacher trainees contribute teaching aids such as charts, models, PowerPoint presentations etc. to their respective schools. Teachers of neighbouring schools are invited to participate in the seminars and workshops organised by the Institution. The college Library is open to researchers and students from other colleges and universities.

6.3 STRATEGY DEVELOPMENT AND DEPLOYMENT

6.3.1 Selection, Collection and Integration of Data on Academic/Administrative Aspects

The strategy followed by the College is quite specific and action oriented. The Institution maintains an efficient management system to collect and integrate information on academic and administrative aspects of the College. Efforts are being taken to follow MIS in the College through Library and office automation.

6.3.2 Allocation of Resources - Human and Financial

Allocation of resources and assigning of duties are made based on the needs and requirements as stipulated in the action plan. The teaching and non-teaching staff of the Institution is democratically assigned specific duties and responsibilities for successfully conducting various scholastic and co-scholastic activities by following a decentralized system. Fund is allocated for various activities of the Institution in accordance with the Annual Budget and Action Plan.

6.3.3 Planning and Obtaining of Required Resources

To support the implementation of the Mission and Goals, skilled and qualified persons are made available by the Management. Applications for vacancies are advertised in the news papers and weekly publications. The applications received are scrutinized by the Academic Committee. Qualified and competent candidates are appointed as per the rules and regulations of the University/NCTE/UGC/Government. Financial requirements are met primarily from the fee collections. The Institution also receives contributions from the alumni and GTA.

6.3.4 Developing Academic Plan

Quality of an institution depends on comprehensive planning and its effective implementation. Academic plans are developed by examining the requirements of curriculum prescribed by the university. The Faculty and administrative staff are involved in the planning process. The academic plan is prepared by the Staff Council before the commencement of every academic year based on the feedback collected from the student teachers, GTA, alumni, employers and other stakeholders. The scholastic and co scholastic activities of the B.Ed. and M.Ed. Programmes are included in the Academic Calendar of the College.

Practice teaching is an integral part of the B.Ed. Programme. The heads and subject teachers of practice teaching schools are encouraged to actively participate in the planning process. A specially designed student teacher diary is provided to each student to collect the observations about the Curriculum and the performance of the student teacher from the head of the Schools and other teachers. The observations collected from the preceding years are taken in to account while preparing the academic plan.

6.3.5 Communication and Deployment of Objectives

The Institution has clearly-stated Vision, Mission, Values and Objectives. These reflect the goals of teacher education. The objectives are deployed at all levels to assure individual staff contribution towards institutional development. The College Website, Prospectus, Magazine, Journal (Edusight), Calendar, Newsletter, Brochures etc. are utilised to communicate the same. Besides this, the Vision and Mission of the Institution are displayed at various places within the Campus. All members of the teaching and non-teaching staff are given specific duties and responsibilities in accomplishing these objectives. Meetings are convened for the same regularly. Employees are made active participants in the institutional development by making them part of the decision making process. Their feedback are constantly collected, evaluated and incorporated in the policy framing processes of the Management.

6.3.6 Evaluation and Revision of Vision, Mission and Implementation Plans

An effective mechanism to evaluate the Vision, Mission, Values and Objectives, and their implementation is followed in the Institution. To accomplish this, feedback is constantly collected from various sources. The Institution is constantly connected to other departments, schools, colleges and organisations. The Faculty collaborates with the Faculty of other institutions and universities. Suggestions for quality improvement are taken from the visiting Faculty members, dignitaries and personalities who are invited for various activities. These are incorporated while revising the vision and mission. Before the commencement of every academic year, Academic Committee meets and decides on the action plan for the year accordingly. The administrative and academic committees like planning committee, research committee, library advisory committee etc. convene meetings periodically and forward suggestions to the authorities as and when necessary.

6.3.7 Plan for New Technology

The Institution gives priority for utilising new technology in the teaching learning process. Computer self-efficacy test is administered in the beginning of the course. Computer training programmes are arranged for staff and students of the Institution. All facilities are provided to the staff and students for using information technology in teaching learning process. Automated Library and Office, free Internet

access is available in the Library, Faculty Rooms and Office. Wi-Fi facility is also available. A well-equipped ICT/language/media resource centre is functioning in the Institution. The Institution has LCD, OHP, printers, scanners, photocopier, digital camera, T.V. etc which are effectively deployed.

6.4 HUMAN RESOURCE MANAGEMENT

6.4.1 Staff Development and Career Progression

Developmental needs of the staff are identified by means of assessment from students, alumni, peer group and self evaluation of Faculty. Teachers are encouraged to attend refresher courses, seminars, workshops, orientation programmes etc. conducted by universities and other professional organisations to ensure Human Resource Development and Total Quality Management. Non-teaching staff is also encouraged to attend various programmes organised by the Institution and other outside GOs and NGOs for their skill enhancement which are listed in table-6.2.

Table 6.2

Career Training to Non-Teaching Staff

Career Development Programme	Organised by	Year	Name of the Non-Teaching Staff
e-Grants Training Programme	District Scheduled Caste development office, Ernakulam	2014	Nasal M.A.
e-Grants Training Programme	District Scheduled Caste development office, Ernakulam	2013	Sabeena K.K.
Computer Orientation Programme	National College for Teacher Education	2013	Shiny P.A.
Office Administration	National College for Teacher Education	2013	Shiny P.A.& Mohamadali K.A.
Computer Word Processing & Type Writing	Odessa, Perumbavoor, Ernakulam	2012	Shereena T.A.
e-Grants Training Programme	District Scheduled Caste development office, Ernakulam	2012	Shereena T.A.

6.4.2 Mechanism for Staff Performance Assessment

The performance of teachers is systematically evaluated using feedback from students, alumni, peer group, employer and by self assessment. Feedback on teachers, courses, curriculum, institutional facilities, campus experiences, non-teaching staff etc. are collected at the end of every academic year. Each Faculty is entrusted to prepare and submit a self-appraisal report before the commencement of the academic year. The collected data is deployed to improve the teaching learning process, research activities and services of the staff. The feedback thus received is evaluated in the Academic Committee and necessary remedial measures are adopted.

Besides this, the Management closely monitors the performance of the staff members in curricular and co-curricular activities.

6.4.3 Welfare Measures for the Staff and the Faculty

- Organising seminars and workshops for Faculty development and opportunity to present papers

- Financial assistance is given to the members of faculty for paper presentation and participation in state and national-level conferences, seminars and workshops

- Financial grants are given for research projects

- Duty leaves for attending seminars, workshops etc.

- Residential quarter for the male staff outside the Campus and hostel facility in the Campus for female staff

- Medical assistance and medical leave

- Loan facility

- Maternity leave

- Provident fund and insurance

- Grievance Redressal Cell for Staff

- Free Internet access and secretarial assistance for research work.

6.4.4 Staff Development Programme for Skill Upgradation and Training of the Teaching and Non-Teaching Staff

The Institution organises seminars for academic enrichment and professional development of the teachers. Teachers are also motivated to attend orientation programmes, seminars and workshops organised by other agencies for their quality augmentation. Periodic FDP Programmes such as orientation classes, computer training etc. are conducted. Non-teaching staffs are specially trained in front office management. Details of Career Training given to Non-Teaching staff are listed in Table 6.3.

6.4.5 Strategies and Implementation Plans of the Institution to Recruit and Retain Diverse Faculty and Other Staff

The Institution ensures that the appointment of the Faculty is done as per the guidelines given by different statutory and regulatory bodies like NCTE, UGC and MG University. The College advertises the vacancies in leading dailies and calls for interview and eligible candidates are selected. The College appoints teachers having research and teaching experience along with minimum eligibility set by the statutory bodies. Service conditions of the staff are in accordance with the statutory provisions and directions of the Government of Kerala and policies of the Management.

6.4.6 The Criteria for Employing Part-Time/Adhoc Faculty

Part-time/adhoc faculty members are appointed as and when required. Applications are invited by advertising the post in leading dailies. No relaxation is given in the minimum eligibility conditions determined by NCTE and MG University. The work load of the ad-hoc Faculty is same as that of the permanent staff.

6.4.7 Policies, Resources and Practices of the Institution that Support and Ensure the Professional Development of the Faculty

The Institution encourages all the staff for their professional development. Some of the policies are the following:

- Organising seminars for Faculty development

- Financial assistance to the Faculty for paper presentation and participation in state and national level conferences, seminars, workshops etc.

- For research activities financial grants are made available

- On-duty-leave is granted for attending seminars/workshops/and research works

A stipulated amount is reserved for staff welfare and development in the annual budget and is effectively utilised.

6.4.8 The Physical Facilities Provided to Faculty

The Institution provides sufficient physical facilities for the teachers to carry out academic and instructional work effectively. Well-lighted and ventilated rooms having all basic amenities like cupboards, lockers, water cooler, computer with Internet connection, parking area for the staff vehicles, residential quarter for male staff, hostel facility for female staff etc are provided. In the Library, a particular area is marked for the seating of the Staff only.

6.4.9 Mechanism for Faculty and Other Stakeholders to Seek Information/Make Complaints

Following mechanism is in practice for Faculty and other stakeholders to seek information/make complaints:

- All stakeholders can seek information through means such as College Website, College Calendar, Newsletter, leading news papers and notices issued from the College Office

- Any stakeholder of the College can make use of the suggestion box, if they have any complaints or suggestions

- The stakeholders can seek information from the Office of the Principal by giving a written request

- Grievance and Redressal Cell functioning in the College takes necessary action for redressing grievances that are reported.

6.4.10 Work Load Policies and Practices

In the beginning of every academic year, the Annual Plan of all the scholastic and co-scholastic activities is prepared and Timetable is prepared based on this. All the activities of the College are executed by various committees. A diary is maintained by each teacher to show the details of work undertaken. Each teacher gets sufficient time to make adequate preparation and for reflective thinking due to equal distribution of work load. Students are provided academic scaffolding through tutorial programmes and remedial teaching. They give training to the students for competitive examinations such as NET, SET, and TET. The Research and extension activities of the Institution are carried out by respective staff in charges.

6.4.11 Institutional Mechanism to Reward and Motivate Staff

Achievement of the staff is immediately recognised and appreciated by the head of the Institution and the Management in staff meetings. The Institution and management arranges special meetings to congratulate the Faculty when they acquire Ph.D. or any other additional degree. Staff members are rewarded magnanimously by honouring them and by giving appropriate incentives. Staff achievements are rewarded by giving promotions and pay revisions.

6.5 FINANCIAL MANAGEMENT AND RESOURSE MOBILISATION

6.5.1 Financial Support from the Government

Since the Institution is a self-financing college, the revenue is generated through course fee collections and financial support from the Management. The source of income of the College is legitimate and accounted.

6.5.2 Resources Mobilized Through Donations

No finance has been mobilized through donations during the last three years.

6.5.3 Operational Budget of the Institution

The Operational Budget is adequate to cover day-to-day expenses. If at all any deficit occurs, the same is met by the Management.

6.5.4 Budgetary Resources to Fulfill the Missions and Offer Quality Programmes

Table 6.3

Income Expenditure Statements of the Past Five Years

Year	Income in Rs.	Expenditure in Rs.
2009-2010	4728333	3448758.50+depreciation Rs. 198757
2010-2011	3203435	3745005+depreciation Rs. 172695
2011-2012	3681045	3558676+depreciation Rs. 181313
2012-2013	4039443	3818755+depreciation Rs. 208243
2013-2014	4099603	4098634+depreciation Rs. 303167

6.5.5 Audit of Accounts

The accounts of the Institution are audited regularly. There is an external and internal audit system. Presently the accounts are audited by Mr. M.A. Moideen and Associates, a well-established firm at Ernakulam.

6.5.6 Finance Management System

The Institution has computerised its finance management system

- The financial budget allocations are made with the help of computer

- All the financial statements and pay sheets are prepared using the computer

- Scholarships of students and grants are collected through e-grants

6.6 BEST PRACTICES IN GOVERNANCE AND LEADERSHIP

The significant best practices in governance and leadership carried out by the Institution are the following:

- Governance and leadership is done in a decentralised manner which involves active participation of all the personnel in the Institution

- Transparency in decision-making and execution

- Feedback obtained from different sources aid in making necessary alternations for effective functioning of the Institution

- Formation of different committees makes the administration decentralised and transparent

- Healthy and harmonious relationship between the staff and Management gives multi-dimensional professional enhancement

- Maintaining collaborations with other institutions for the professional development

- Constant observation, evaluation of the Principal and the Management for quality enhancement

CRITERION SEVEN
INNOVATIVE PRACTICES

CONTENTS		
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1.	INTERNAL QUALITY ASSURANCE SYSTEM	219
2.	INCLUSIVE PRACTICES	226
3.	STAKEHOLDER RELATIONSHIP	228

Visit to M.V. Ibrahimkutty Memorial Special School

AIDS Awareness Rally

Sri. Innocent, Cine Actor (present Member of Parliament) visiting the College

Siddique, Film Director visiting our College

SUPW Activity

CRITERION VII

INNOVATIVE PRACTICES

7.1 INTERNAL QUALITY ASSURANCE SYSTEM

7.1.1 Activities of IQAC

The Internal Quality Assurance Cell of the College was established in June 2012. Competency and performance based education is the goal of our institution. The ideas of accountability and competency are the pivotal aspect of this new approach. The objectives of learning can be observed and measured in the form of specific learning outcome. The IQAC is constituted in the College to sustain the quality of teacher education through cooperative efforts, involvement and effective implementation of the programmes with the help of all the stakeholders.

The Internal Quality Assurance Cell (IQAC) of the College is strictly committed to the multi dimensional qualitative development of teacher education programme.

The IQAC comprises of the following members:

Table 7.1

Members of IQAC

Members	Position
Dr. Hashim Muhammed Hamza	Convener
K.Kuttappan	Secretary
Dr. Achamma P. Mathew	Member
Dr. Alka Abbas M.A.	Member
Kavitha N. Karun	Member
Sajeev K. Paulose	Member
P.V Jayakrishnan	Member
E.P. Yazeeda	Member
Femina Issa	Member
Subha R. Kurup	Member
Nazrath P.M	Member
Neena Thankappan	Member
K. Pavithran	Member
K.A Muhammedali	Member
Mary Ambily Elias	Member

The major functions of the IQAC of this college are as follows:

- IQAC is an effective and efficient internal coordinating and monitoring mechanism. The Cell has been diligently helping the administration and other academic bodies in order to maintain the quality of education

- To maintain quality benchmark/parameters for the various academic and administrative activities of the Institution

- To disseminate information about various quality parameters of higher education

- For continuous monitoring and comprehensive evaluation for maintaining quality of the teacher education programme

- To prepare and submit the annual quality assurance report to NAAC based on the quality parameters

- Arrangement for feedback responses from students, parents and other stakeholders on quality – related instructional processes

The IQAC meetings are held periodically and discuss the quality enhancement programmes of the College and evaluate the functioning of various committees and activities. The IQAC suggest measures for the improvement of research, publications, teaching-learning process, Faculty improvement programmes and infrastructure. Besides this, student support services such as counselling, placement, extension and community services, organisation of seminars and conferences etc. are also evaluated. The scholastic and co-scholastic works of research committee, publication committee, students' support committee and extension/community services committee are supervised and managed by the IQAC.

Major functions of committees are listed below:

1. Research Committee
   - To encourage the Faculty to undertake major and minor projects
   - To motivate the Faculty to present research papers in seminars/workshops
   - To motivate the teachers to enthusiastically involve themselves in research in collaboration with GOs and NGOs
   - To recommend to the Management for financial support to carry out major and minor projects

2. Publication Committee

- To collect abstracts and full papers of major and minor research projects, synopsis of M.Ed. theses and research papers of faculties and students

- To scrutinize and select research papers for publication

- To publish a research journal annually

- To supervise the publication of College Magazine, Newsletter, College Calendar and Handbook, Brochures and Pamphlets

3. Students' Support Committee

- To take necessary steps for the timely disbursement of scholarships and stipends to students

- To ensure computer facilities and free Internet access to all students

- To make sure the availability of counselling services to the needy and career guidance to all

- To arrange coaching for competitive examinations like NET,SET,TET for student teachers

- To assure the services of various consultancies

- To ensure the effective functioning of placement cell

- To make certain the availability of hygienic and tasty food to staff and students

4. Extension/Community Services Committee

- Blood donation and organ donation camps, social surveys, visit to SOS village, visit to tribal areas under SUPW, awareness programmes on cancer, lifestyle diseases, AIDS, human rights, energy conservation, cyber crimes, rights of women and children, right to information etc.

7.1.2 Goals and Objectives of the Institution

The major goals of the Institution are:

- Professionally responsible
- Culturally refined

- Emotionally balanced

- Intellectually competent

- Spiritually mature

- Physically sound

- Vocationally creative teaching community

    The major objectives of the Institution are:

- To equip the teachers to become intellectually competent and academically enriched

- To help the socially deprived to catch up with the main stream of the society

- To empower the teachers for self development, development of society and the nation

- To create awareness about the issues of ecology and environment.

- To inculcate value awareness in prospective teachers

- To enhance employability skills and to introduce students to new areas of placement like Instructional Designing

- To provide innovative practices in accordance with the global trends and demands

- To build faith in democratic principles such as 'Equality, Liberty, Fraternity and Social Justice'

The multi-dimensional mechanism that operates in the College to evaluate the realization of the above stated goals and objectives are listed below:

Management Level

The Management Committee of the Institution meets twice in a semester to evaluate the general functioning of the College. The annual budget, action plan etc. are discussed and analysed. The Manager visits the College regularly and gives the necessary guidance. The academic requirements of the Faculty and students are conveyed to the Management for necessary actions.

College Level

Prior to the commencement of the Course, the Staff Council makes plans for all the scholastic and co-scholastic activities for the year. According to the annual plan, an academic calendar and hand book is prepared, printed and distributed to students at the time of admission and this calendar is strictly followed. To monitor and evaluate the progress of the plan, bi-monthly meetings are convened.

General Body Meeting of the GTA is convened once in a semester. In the meeting, the academic performance of the students is communicated to the guardians and is discussed for improvement. The feedback collected from the GTA members are utilised for evaluating the overall functioning of the College. The Executive Committee of GTA meets and makes necessary suggestions frequently.

The alumni association, NOSA functions effectively in the College. It provides opportunities for the former students to keep in touch with the Institution. The members render valuable services to the Institution as resource persons for various curricular and co-curricular activities. The Alumni Meet is held every year on the second Saturday of January. The feedback received from the alumni is instrumental in making formative changes.

The feedback from students on teachers, course, Institution etc. is collected at the end of each year and necessary corrections are made. The feedback on the Curriculum, courses etc. from the heads and mentor teachers of the practice teaching schools is analysed and necessary modifications are implemented. Scholastic achievements of students are tested and evaluated through assignments, seminars, projects and examinations. Micro-teaching, discussion, criticism, demonstration classes by experts, internship etc. are some of the programmes for ensuring the competency of the teacher trainees. The students' internship at schools is evaluated by using an evaluation proforma prepared by the Institution.

7.1.3 Quality Assurance of Academic Programmes

The Institution ensures the quality of its academic programmes by providing the necessary resources, infrastructural and other technical facilities. Students' Support Committee functioning in the College caters to the academic, vocational and personal needs of the students.

The Management of the College is very particular in appointing qualified and committed teachers to ensure the academic quality. The Management encourages the Faculty to participate in quality improvement programmes such as seminars, orientation programmes, refresher courses etc. Seminars and workshops are also hosted by the College. Continuous assessment and evaluation of the students, setting up of educational technology lab, psychology lab, ensuring optimum use of all the labs, continuous upgradation of the labs, Library facilities, ICT supported teaching learning, online tutoring are measures taken to assure the quality of the academic programmes. The Institution conducts remedial classes for the low achievers. Every year, the College provides coaching classes for the students preparing for NET, SET, TET, and other competitive examinations.

The College has a Library Advisory Committee to monitor the efficient functioning of the Library. The Library is updated according to the requirements. The College Library is fully automated. Book Bank facility is provided Free Internet facility, online journals and e-books are also available in the College Library for students and staff. New books are added to the Library every year. The Broadband connection has been extended to Principals' room, Office Room, Staff Rooms and Library.

The College has a well equipped ICT/Language/Media Resource Centre to deploy latest technology in teaching learning process. Resource Centres for psychology, science and mathematics are also arranged to improve the quality of the academic programmes.

To motivate the students and also to provide financial support to the needy, the College offers various scholarships and financial aids. We help the students to apply for University Merit Scholarships and for Merit-cum-Means Scholarship for SC/ST/OEC students and for availing educational loans. AIMNET Scholarship is provided for 5% students.
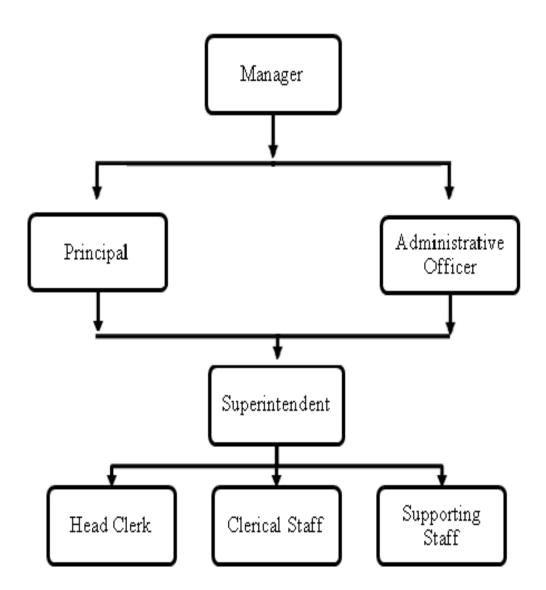
The teachers use various methods, techniques and strategies such as lecture cum discussion, demonstration, experimentation, problem solving, seminars, debates, assignments, brain storming, panel discussions, peer tutoring, community and field visits, social surveys etc. for effective curriculum transaction.

7.1.4 Ensuring Quality Administration and Financial Management

An effective mechanism is adopted by the Management to ensure quality administration and financial management. The administrative organisation of the Institution is given below

Administrative Organisation

```
                        ┌──────────────┐
                        │   Manager    │
                        └──────┬───────┘
                ┌──────────────┴──────────────┐
        ┌───────────────┐            ┌──────────────────┐
        │   Principal   │            │  Administrative  │
        │               │            │     Officer      │
        └───────┬───────┘            └────────┬─────────┘
                └──────────────┬──────────────┘
                        ┌──────────────┐
                        │ Superintendent│
                        └──────┬───────┘
          ┌───────────────────┼────────────────────┐
    ┌───────────┐      ┌──────────────┐      ┌──────────────┐
    │ Head Clerk│      │Clerical Staff│      │  Supporting  │
    │           │      │              │      │    Staff     │
    └───────────┘      └──────────────┘      └──────────────┘
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The Planning Committee prepares the Annual Budget which is discussed and ratified by the Management Committee. The administrative officer and office superintendent manage the financial matters and maintain all accounts. To ensure transparency, all payments are made through cheques. Internal audit is conducted by a body authorised by the Manager. All the accounts are annually audited by M.A. Moideen and Associates, a chartered accountant firm at Ernakulam.

Salary of the teaching staff is given through banks and non-teaching staff is paid in cash. The College Office is well equipped with computers, printer, photocopier, scanner and fax machine. Wi-Fi, LAN and Internet facility are also deployed to ensure quality of office administration.

7.1.5 Sharing of Good Practices within the Institution

The Management, students, teaching and non-teaching staff, guardians, alumni, etc. are the various constituents of the Institution. The Institution arranges programmes like NOSA meet, GTA meeting, celebration of cultural festivals, Arts and College day for bringing together various constituents. The constituents are vital parts of the Institution and are involved in the decision making process. The Management arranges feast for them in special occasions. Institution maintains good rapport with nearby schools and colleges, practice teaching schools, universities, local bodies and communities who are invited for the seminars and workshops organised by the Institution.

7.2 INCLUSIVE PRACTICES

7.2.1 Sensitising Teachers to Issues of Inclusion

The Institution sensitizes its teachers to issues of inclusion by encouraging them to participate in seminars, workshops and conferences related to inclusion. The Institution conducted seminars in topics like "An Empowered People and an Integrated Nation: Dimensions of Social Exclusion- the Case of Indian Minorities". Justice MSA Siddiqui, Chairman, National Commission for Minority Education, inaugurated the seminar.

The Institution subscribe to journals and magazines related to special education. The College offers an elective course in Special Education for M.Ed. Programme. During practice teaching, B.Ed. students have to conduct one case study on differently abled students in their respective schools. The articles published in newspapers and web on inclusive education are displayed on the Notice Board. As most of the Faculty members and students are women, the Institution endeavours to generate awareness regarding women's rights, citizen's rights and duties, right to information and other related issues.

7.2.2 Provision in Academic Plan to Learn Inclusion

The Institution organises visits to special schools, tribal schools and orphanages. The College commemorates world disability day every year. We conduct film shows on learning disabilities, such as Taare Zameen Par, Black etc. A physically challenged student was admitted to B.Ed. in the year 2012-13.

Robins M. Issac, an M.Ed. student of the year 2012, was awarded for his excellent documentary 'I'm possible', on cerebral palsy. The documentary sensitised Faculty and students to issues of inclusion.

7.2.3 Activities Envisioned in the Curriculum to Foster Positive Social Interaction

The B.Ed. curriculum of Mahatma Gandhi University has provisions for the healthy all round development of prospective teachers. The Syllabus includes SUPW which provides an opportunity to the students to reach out to the society. The College arranges programmes such as special school visits, social surveys, preparation of learning aids, observing days of importance etc. Students are given ample exposure and opportunities to participate in programmes which motivate them for positive social interaction and active engagement in learning.

The other programmes like the tutorial system, extension services, enhanced Library facilities, participation in university and inter collegiate level competitions, awareness programmes, participation of students in seminars and group discussions, educational tours, participation in arts-sports-cultural competitions, Annual Day Celebrations, celebration of national/cultural festivals, guidance- counselling-placement services improve the performance of the students.

These events foster healthy relations among different constituents of the Institution. The College has a Women Empowerment Cell which organises discussions, seminars, self awareness programmes etc. focusing on the issues and needs of the present generation. The College regularly offers classes on value education, Communicative English etc.

7.2.4 Ensuring Proficiency of Student Teachers for Working with Children from Diverse Backgrounds

Student teachers are sent for practice teaching to schools in rural/semi urban /urban areas. Firsthand experience gained from classroom teaching provides students necessary experience for dealing with children from diverse backgrounds. The student teachers are taught to prepare teaching aids suitable for all types of students. The concept of diagnostic testing and remedial teaching is taught to the student teachers. The Institution also provides mentoring services to the students. The Guidance and Counselling Cell functioning in the College extends all assistance to deal with cases facing various academic, vocational, personal and financial difficulties.

7.2.5 Institutional Facilities for Differently Abled Students

The College has facilities for the differently-abled students. Ramp is constructed specially for the differently abled. Braille books are available in the Library for the visually challenged students. Guidance and Counselling Cell make available all necessary assistance for such students for their active participation and successful completion of the programme.

7.2.6 Handling Gender Sensitive Issues

The College has a Women Empowerment Cell which organises debates, discussions, seminars, self awareness programmes etc. focusing on gender issues. Efforts are taken to sensitise the male students to the evils of gender discrimination and sexual abuse. The female students are oriented to lead an empowered life by becoming self-reliant and self-protected. SUPW classes on glass painting, ornament making etc. are given to enhance their self-confidence. Grievance Redressal Cell and Guidance and Counselling Cell addresses gender issues.

7.3 STAKEHOLDER RELATIONSHIPS

7.3.1 Ensuring Access of the Stakeholders to the Information about Organisational Performance

The various stakeholders have easy and fast access to information related to academic and administrative performance during the GTA meetings, alumni meet, meetings of the IQAC etc. Prospectus, College Magazine, Website, Newsletter,

Brochures, newspaper advertisements and reports etc. are effectively employed to disseminate information to the stakeholders.

The stakeholders are also given information during meetings and functions organised by the Institution and also through notices put up on the notice board.

7.3.2 Using of Data/Information of Various Processes for Quality Improvement

The members of the teaching and non-teaching staff meet under the leadership of the principal to discuss and evaluate the data/information received about the various processes carried out by the Institution. The outcome of this analysis together with the feedback collected from other stakeholders is used for qualitative improvement. This is attained through the functions and activities of various committees. Change in dress code, timing of Library etc. are some such changes implemented.

7.3.3 Mechanism for Collection of Feedback

Oral and written feedback is taken from students, alumni, head and mentor teachers of practice teaching schools, peer groups etc. regarding curriculum, teaching practice, staff etc. and are analysed at regular intervals. The evaluation/feedback received from various stakeholders is discussed in the staff meetings and by relevant committees. The information collected is used for corrective actions.

Mapping of Academic Activities of the Institution

Weeks	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35
Admission and Orientation	▓																																		
Theory		▓	▓	▓	▓				▓	▓	▓	▓	▓			▓	▓	▓	▓			▓	▓	▓	▓	▓			▓	▓	▓	▓	▓		
Tutorials/Seminars						▓	▓	▓					▓						▓	▓									▓		▓				
Sectional Work– Tests & Assignments						▓			▓					▓																				▓	
Practical work								▓							▓	▓					▓														
Preparation of Internship: Demonstration/Observation of lessons/Micro teaching/simulations																		▓	▓	▓	▓														
Practice Teaching/Internship																						▓	▓	▓	▓	▓	▓	▓							
Co-curricular Activities																				▓										▓	▓		▓		
Working with community/project work			▓		▓		▓			▓	▓		▓																						
End-Term Examination			▓														▓															▓			▓

Note :
1. A week is of six working days and a day is of six clock hours
   The table should cover the entire academic session and may be extended as per the requirement
2. As per the rules and regulations of Mahatma Gandhi University, Kottayam, B.Ed. and M.Ed. Programme follows Choice Based Credit and Semester System (CBCSS)

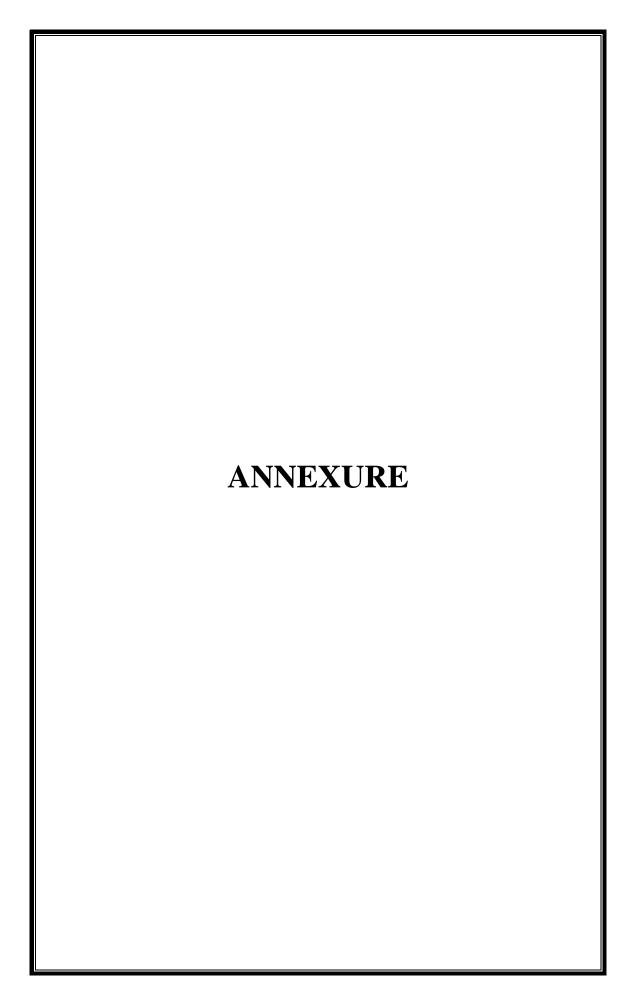*Mapping of Academic Activities of the Institution*

DECLARATION

I hereby certify that the data contained in this Self-Appraisal Report is true to the best of my knowledge and no part of it has been reproduced from other sources.

It is a genuine report prepared by the Internal Quality and Assurance Cell of the College.

Principal

Place : Perumbavoor

Date :

ANNEXURE

HISTORY OF TEACHER EDUCATORS IN KERALA

"The destiny of India is being shaped in her classrooms". This beginning sentence of Kothari Commission Report highlights the importance of Teachers and the significance of Teacher Education. Even though, philosophically we can say that teachers are born and not made, the fact remains that an effective teacher in the new millennium is 'made' rather than 'born'. The teacher education system in the state is well developed and well structured at different levels. The emergence of NCTE and NAAC has enriched the infrastructure and the quality of the teacher education in the state.

In 1885 a degree course in Teaching was started in Madras. This gave an opportunity for training of teachers for the Elementary education in English schools as well as Vernacular schools in Malabar. Normal schools to train Vernacular teachers and English teachers were started in 1885 and 1895 respectively in Thiruvananthapuram. A training college was established in Thiruvananthapuram in 1911 with both collegiate and secondary education departments.

In 1916, the teacher training at Cochin was reorganised with special provisions for the training of Lower Elementary, Higher Elementary and Secondary stages.

Up to 1985, training colleges were established in the Government and Aided sectors. Since 1964, women candidates outnumbered men in training colleges. Later private self financing unaided colleges were established and at present the state has 197 colleges of teacher education which provide B.Ed. courses of which 143 are self financing colleges.

The first post graduate department of education was started by the Kerala University in 1956. In 1993, Mahatma Gandhi University started School of Pedagogical Sciences with Post Graduate programme.

In 2003, M.Ed. programme was sanctioned to private self financing colleges of teacher education.

Rules and Regulations

National College for Teacher Education offers admission to B.Ed. and M.Ed. Programmes of Mahatma Gandhi University. Admission to B.Ed. and M.Ed. course is strictly adhered to rules and regulations of NCTE, Government of Kerala and Mahatma Gandhi University.

Lal Bahadur Shastri Centre for Science and Technology is the nodal agency, appointed by Government of Kerala to prepare the rank list of B.Ed. applications under merit quota. Weightage to each section is published in the website of the government agency. LBS allot students to their opted colleges based on their preference and ranks. 50% of seats are filled from the merit list and the remaining seats are filled by the Management from the list prepared by them.

Mahatma Gandhi University invites application for admission to the M.Ed. Programme. The university conducts an entrance test and publishes rank list. Students are allotted to their opted colleges based on their rank.

Details of admission are made available in the College Website www.nationalcollege.edu.in. This is also advertised in Malayalam dailies and weeklies. The Prospectus of the College contains the history and achievements; Vision, Mission, Goals and Objectives of the Institution; details of course and fee structure; scholastic and co-scholastic programmes; institutional facilities etc.

An admission supervisory committee comprising of Principal, HoD - Department of M.Ed., Manager, two members of the Faculty, Programme Coordinator and Administrative Officer is constituted to monitor the admission process. The committee conducts interview for both the open and Management students of B.Ed. and M.Ed. Programmes. Selected students are required to submit the following documents - SSLC book, transfer certificate, conduct certificate, mark list and degree certificates of the qualifying examination and to pay course fee. The guardian and students have to sign an anti- ragging statement at the time of admission.

National College for Teacher Education
Iqbal Square, Meprathupady, Vengola, Perumbavoor
M.Ed. SEMESTER I TIME TABLE

	9.15-9.30	9.30-10.30	10.30-11.25	11.25-11.35	11.35-12.30	12.30-1.30	1.30-2.30	2.30-3.25	3.25-3.35	3.35-4.30
		Period- 1	Period- 2		Period- 3		Period- 4	Period- 5		Period- 6
DAY 1	Assembly	EDU 903	EDU 901	Break	EDU 902	Lunch Break	EDU 904	Library / Seminar/Lab	Break	Library / Seminar/Lab
DAY 2		EDU 901	EDU 903		EDU 902		EDU 904	Library / Seminar/Lab		Library / Seminar/Lab
DAY 3		EDU 903	EDU 902		EDU 901		EDU 904	Library / Seminar/Lab		Library / Seminar/Lab
DAY 4		EDU 902	EDU 903		EDU 901		EDU 904	Library / Seminar/Lab		Library / Seminar/Lab
DAY 5		EDU 903	EDU 901		EDU 902		EDU 904	Library / Seminar/Lab		Library / Seminar/Lab
DAY 6		EDU 902	EDU 903		EDU 901		EDU 904	Library / Seminar/Lab		Library / Seminar/Lab

EDU 901   -   Theoretical Foundations of Education

EDU 902   -   Advanced Educational Psychology

EDU 903   -   Methods of Educational Research and Statistics

EDU 904.1 - Advanced Methodology of English Education

EDU 904.6 - Advanced Methodology of Mathematics Education

EDU 904.7 - Advanced Methodology of Science Education

EDU 904.8 - Advanced Methodology of Social Science Education

EDU 904.9 - Advanced Methodology of Commerce Education

National College for Teacher Education
Iqbal Square, Meprathupady, Vengola, Perumbavoor
M.Ed. SEMESTER II TIME TABLE

	9.15-9.30	9.30-10.30	10.30-11.25	11.25-11.35	11.35-12.30	12.30-1.30	1.30-2.30	2.30-3.25	3.25-3.35	3.35-4.30
		Period- 1	Period- 2		Period- 3		Period- 4	Period- 5		Period- 6
DAY 1	Assembly	EDU 906	EDU 908	Break	EDU 907	Lunch Break	Library/Research work/ Seminar/ Lab Work	Library/Research work/ Seminar/ Lab Work	Break	Library/Research work/ Seminar/ Lab Work
DAY 2		EDU 908	EDU 906		EDU 907		Library/Research work/ Seminar/ Lab Work	Library/Research work/Seminar/ Lab Work		Library/Research work/ Seminar/ Lab Work
DAY 3		EDU 906	EDU 908		EDU 907		Library/Research work/ Seminar/ Lab Work	Library/Research work/Seminar/ Lab Work		Library/Research work/ Seminar/ Lab Work
DAY 4		EDU 908	EDU 906		EDU 907		Library/Research work/ Seminar/ Lab Work	Library/Research work/Seminar/ Lab Work		Library/Research work/ Seminar/ Lab Work
DAY 5		EDU 906	EDU 908		EDU 907		Library/Research work/ Seminar/ Lab Work	Library/Research work/Seminar/ Lab Work		Library/Research work/ Seminar/ Lab Work
DAY 6		EDU 908	EDU 906		EDU 907		Library/Research work/ Seminar/ Lab Work	Library/Research work/Seminar/ Lab Work		Library/Research work/ Seminar/ Lab Work

EDU 906   -   Information Technology and Modern Educational Practices

EDU 907.1 -   Application Pedagogy of English Education

EDU 907.6 -   Application Pedagogy of Mathematics Education

EDU 907.7 -   Application Pedagogy of Science Education

EDU 907.8 -   Application Pedagogy of Social Science Education

EDU 907.9 -   Application Pedagogy of Commerce Education

EDU 908.2 -   Techniques of Evaluation and Test Construction

EDU 908.5 -   Guidance and Counselling

National College for Teacher Education

Iqbal Square, Meprathupady, Vengola, Perumbavoor

B.Ed. SEMESTER I TIME TABLE

	9.15-9.30	9.30-10.30	10.30-11.25	11.25-11.35	11.35-12.30	12.30-1.30	1.30-2.30	2.30-3.25	3.25-3.35	3.35-4.30
		Period- 1	Period- 2		Period- 3		Period- 4	Period- 5		Period- 6
DAY 1	Assembly	EDU 701	EDU 702	Break	EDU 703	Lunch Break	EDU 706	EDU 704	Break	EDU 705
DAY 2		EDU 702	EDU 703		EDU 701		EDU 704	EDU 706		Seminar/ Discussion
DAY 3		EDU 703	EDU 701		EDU 706		EDU 702	EDU 704		EDU 705
DAY 4		EDU 701	EDU 703		EDU 702		EDU 704	EDU 705		Club Activities
DAY 5		EDU 702	EDU 706		EDU 703		EDU 704	EDU 701		EDU 705
DAY 6		EDU 701	EDU 705		EDU 706		EDU 705	EDU 704		EDU 702

EDU 701 - Philosophical and Sociological Bases of Education

EDU 702 - Psychological Bases of Education

EDU 703 - Modern Educational Practices

EDU 704 - Theoretical Bases of Education

EDU 705 - Approaches and Practices in Teaching

EDU 706 - Complementary Elective – Health and Physical Education

NB: Minimum one hour per week is allotted for Library and ICT from EDU 704 and EDU 705.

National College for Teacher Education
Iqbal Square, Meprathupady, Vengola, Perumbavoor
B.Ed. SEMESTER II TIME TABLE

	9.15-9.30	9.30-10.30	10.30-11.25	11.25-11.35	11.35-12.30	12.30-1.30	1.30-2.30	2.30-3.25	3.25-3.35	3.35-4.30
		Period - 1	Period - 2		Period - 3		Period - 4	Period - 5		Period - 6
DAY 1	Assembly	EDU 802	EDU 801	Break	EDU 804	Lunch Break	EDU 804	EDU 804	Break	EDU 803
DAY 2		EDU 804	EDU 804		EDU 803		EDU 802	EDU 801		QIP
DAY 3		EDU 801	EDU 802		EDU 804		EDU 804	EDU 804		EDU 803
DAY 4		EDU 804	EDU 804		EDU 802		EDU 801	Seminar/ Discussion		EDU 803
DAY 5		EDU 804	EDU 804		EDU 803		EDU 804	EDU 801		EDU 802
DAY 6		EDU 801	EDU 804		EDU 804		EDU 802	EDU 804		Club Activities

EDU 801 - Development and Management of Education in India

EDU 802 - Personality Dynamics in Education

EDU 803 - Common Practical Work – SUPW/Art Education/Child Study/Physical Education

EDU 804 - Pedagogical Analysis

QIP   - Quality Improvement Programme

NB: Minimum one hour per week is allotted for Library and ICT from EDU 804.

MASTER PLAN

The splendid dream we cherish is to create an entirely distinct niche in the realm of education. We are gratified that this dream of ours has grown limbs and begun to walk, or rather, has sprouted wings and begun to fly. But, the path that we have had to tread in the process was not at all cozy. Going forward too, we foresee a variety of challenges, which have to be dealt meticulously and in a professional manner. We seriously anticipate being the order of the day, when it comes to imparting quality education.

Right from the time of inception, the Institution has been conserving this noble mission by right accomplishment, aided with proper vision. We are of the firm conviction that this fortitude has made the Mission of the National Family quite unique and exceptional.

Knowing very well that we have to walk the talk, we have vowed to proceed in an intensely proactive manner so as to achieve our objectives of developing the Programme in a multi-scale and multi-skill mode. To harmonize this effort, the Institution has been promoting and deriving intellectual excitement amongst the faculty and the students by employing a vast assortment of activities.

We are quite aware that to convert the College into an inspirational institution, to make it a centre of excellence, to foster potential world-class educators and instructional designers, we should strengthen the realms of basic research and applied research. One of the means to fulfill these aims is to make the College Journal, Edusight, consequential and phenomenal.

The Master-Plan of the Institution envisages a project spanning 20 years, which translates its cherished values and vision to action and substance. It seeks to encourage and facilitate the desire for research and development. True ascension of the Institution culminates in the realisation of emerging as the Centre for Research and Excellence for Teacher Education, of global standing by the year 2020. The project was initiated on 1January 2006 and is set to go on till 31December 2025.

This span of time is segregated into four distinct stages of 5 years each. The First Stage - Preparatory Stage - was completed by 2010 and the Second Stage commenced on 1st January 2011.

The Institution was upgraded to PG level in the First Stage - Preparatory Stage – itself. M.Ed. Course was recognised by SRC NCTE on 1st October 2007.

The construction of the College Auditorium was completed in 2012. As of now, the total built up area of the College complex is 3040 sq.mts. - 1040 sq.mts. more than the area required as per NCTE norms. The total plinth area has been measured and confirmed by the visiting team of NCTE in July 2011.

The infrastructure including the Library and all other resource centres have developed to a level sufficient and embedded for Research programmes as per Stage II of the Plan. The Plan gives emphasis to the commitment of the Institution to produce, on a priority basis, intelligent and enlightened graduate and postgraduate teachers from among the Tribals especially from those in Lakshadweep. Their number crossed 170 last year and we are approaching the Lakshadweep Administration expressing our readiness to admit the students sponsored by them on terms agreeable to both parties.

In order to carry out during the 2nd stage of the Plan, we have made arrangements to conduct short-term orientation classes for serving teachers of Higher Secondary Schools located in some selected islands of Lakshadweep. In this stage, steps are already administered to conduct a finishing course for our student teachers of both B.Ed. and M.Ed. focusing on their complete development into skilled and competent teachers.

As part of the Plan, opportunities are made open to the members of the Faculty to undertake research work and undergo research courses, by giving them requisite leave. Dearth of mandatory, qualified research guides in sufficient numbers frequently hamper such advancement of the members of the Faculty, aspiring to get Doctorate in the Discipline. To this day, one of them has been awarded Ph.D. while two others have passed M.Phil. By the end of the year 2016, all the other members of the Faculty are expected to be doing research courses.

Another Plan target to achieve is establishing IGNOU (Indira Gandhi National Open University) Centre in the Campus by the year 2016.

The publication of the Journal Edusight will be regularised during the current stage of the Plan by enriching it with contributions of scholars from other states. No stone will be left unturned to make possible the publication of articles by the research scholars of the Institution in reputed national and international journals.

One of our research Faculty, who is on a trip to the Middle East, has voluntarily undertaken the task of engaging her friends in the educational field to probe the possibilities of establishing tie-ups with the teacher educators and institutions in the Gulf countries for conducting research work and for doing research courses. We also aim to get graduates from teacher training colleges of the Middle East as our research scholars. The infrastructural facilities of the College will be developed to the level that can accommodate them also.

The third and fourth stages of the Plan aim at stabilizing the growth of the Institution by attaining proficiency and sanctions to conduct research courses affiliated to prominent multiple universities, overcoming all the bottlenecks and undergoing required statuary procedures. We have already undertaken steps, to start add-on certificate courses in Functional English, Computer basics etc. approved by M.G. University. It is also in our plan to provide our student teachers, certificate courses from Stanford and Cambridge which will enhance their employment opportunities.

The fourth stage of the Plan will be replete with visits of renowned resource persons from other teacher training colleges in the State.

We have a project to harness renewable, non-conventional, inexhaustible sources of energy. For effective waste management, we are moving towards erecting a bio gas plant and to tap solar energy and rainwater to meet the energy needs of the Institution is in the cards.

No effort is spared to transform the College into an inspirational institution for the faculty, students and guardians, as well as to all other stakeholders. Sincere and honest attempts are relentlessly made to ensure and maintain accountability and transparency in this noble endeavour so as to stand distinctly and in an exemplary manner.

Result

B.Ed. Examination 2012-13

Number of students appeared   71

Number of students passed   71

Number of	A +	:	6
Number of	A	:	33
Number of	B+	:	24
Number of	B	:	8
Number of	C+	:	Nil
Number of	C	:	Nil
Percentage of pass		:	100

M.Ed. Examination 2011-12

Number of students appeared   35

Number of students passed   35

Number of	A	:	7
Number of	B+	:	19
Number of	B	:	9
Number of	C+	:	Nil
Number of	C	:	Nil
Percentage of pass		:	100

First Semester B.Ed. Examination 2012-13

Number of students appeared   73

Number of students passed   73

Number of	A	:	39
Number of	B	:	32
Number of	C	:	2
Percentage of result		:	100

Second Semester B.Ed. Examination 2012-13

Number of students appeared   71

Number of students passed   71

Number of	A	:	42
Number of	B	:	29
Percentage of result		:	100

First Semester M.Ed. Examination 2011-12

Number of students appeared   35

Number of students passed   35

Number of	A	:	8
Number of	B	:	27
Percentage of Pass		:	100

Second Semester M.Ed. Examination 2011-12

Number of students appeared   35

Number of students passed   35

Number of	A	:	5
Number of	B	:	30
Percentage of result		:	100