

Manual for self appraisal of Teacher Education Institutions



Self Appraisal Report

Submitted by



**Govt. College of Teacher Education
Kozhikode**

Submitted to



राष्ट्रीय मूल्यांकन एवं प्रत्यायन परिषद्

विश्वविद्यालय अनुदान आयोग का स्वायत्त संस्थान

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL
An Autonomous Institution of the University Grants Commission
P. O. Box. No. 1075, Nagarbhavi, Bangalore - 560 072, India

A. Profile of the Institution

1. Name and address of the institution : Govt. College of Teacher Education, Kozhikode

2. Website URL : www.gctecalicut.in
Email: gctekozhikode@yahoo.com

3. For communication: : Govt. College of Teacher Education
Mananchira, Kozhikode-673001

Office

Name	Telephone Number with STD Code	Fax No	E-Mail Address
Head/Principal	0495-2722792	0495-2722792	krishnakumari88@gmail.com
Vice-Principal	0495-2722792	0495-2722792	abdulkaderparambat@gmail.com
Self – appraisal Co-ordinator	0495-2382266	0495-2722792	kmpriya73@gmail.com

Residence

Name	Telephone Number with STD Code	Mobile Number
Head/Principal – Dr. R. Krishnakumari	0494 2421704	9447637180
Vice-Principal – Dr. Abdul Kader Parambat	0493 3281378	9495075673
Self - appraisal Co-ordinator – Smt. Priya Kemal	0495 2382206	8547647130

4. Location of the Institution:

Urban ☒ Semi-urban ☐ Rural ☐ Tribal ☐

Any other (specify and indicate) ☐

5. Campus area in acres:

3.90 acres

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

Yes ☐ No ☒

If yes, has the institution applied for autonomy?

Yes ☐ No ☒

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

Sl. No.	Level	Programme / Course	Entry Qualification	Nature of Award	Duration	Medium of instruction
i)	Pre-primary			Certificate		
				Diploma		
				Degree		
ii)	Primary/ Elementary			Certificate		
				Diploma		
				Degree	1 year	English
iii)	Secondary/ Sr. secondary	B.Ed	BA	Certificate		
			B.Sc	Diploma		
				Degree		
iv.	Post Graduate	M.Ed	B.Ed	Diploma		
			M.Com	Degree	1 year	English
v.	Other (specify)			Certificate		
				Diploma		
				Degree		

(Additional rows may be inserted as per requirement)

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

Level	Programme	Order No. & Date	Valid upto	Sanctioned Intake
Pre-primary				
Primary/Elementary				
Secondary/ Sr. Secondary	B.Ed	FKL/SEC /30/ SRO/NCTE/ 200506/328/ dt 13/4/2005		120
Post Graduate	M.Ed	SRCAPP80/M.Ed/HD/ 20-11-2012/29554 dt 19-7-11		35
Other (specify)				

(Additional rows may be inserted as per requirement)

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. a) Does the institution offer self-financed programme(s)?

Yes		No	✓
-----	--	----	---

If yes,

- a) How many programmes?

–

- b) Fee charged per programme

–

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 faculty are on the various curriculum development /vision committees/boards of universities/regulating authority.

9

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

D.Ed.

--

B.Ed.

9

M.Ed. (Full Time)

1

M.Ed. (Part Time)

--

Any other (specify and indicate)

--

6. Are there Programmes offered in modular form

Yes	✓	No	
-----	---	----	--

Number	2
--------	---

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

Yes	✓	No	
-----	---	----	--

Number	M.Ed
--------	------

8. Are there Programmes with faculty exchange/visiting faculty

Yes		No	✓
-----	--	----	---

Number	
--------	--

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

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

Yes	✓	No	
Yes	✓	No	
Yes	✓	No	
Yes	✓	No	
Yes	✓	No	

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

New programmes are introduced and implemented as per state and university regulations within a short span of time.

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

Yes		No	✓
-----	--	----	---

Number	
--------	--

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 II**Teaching-Learning and Evaluation**

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

a) Through an entrance test developed by the institution ☐b) Common entrance test conducted by the ☐

University/Government

c) Through an interview ☐d) Entrance test and interview ☒e) Merit at the qualifying examination ☒f) Any other (specify and indicate) ☒**Centralized Allotment Process by Government of Kerala**

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

a) Date of start of the academic year

22/11/2013

b) Date of last admission

21/11/2013

c) Date of closing of the academic year

18/11/2014

d) Total teaching days

200

e) Total working days

197

3. Total number of students admitted

Programme	Number of students			Reserved			Open		
	M	F	Total	M	F	Total	M	F	Total
D.Ed.									
B.Ed.	25	97	122	2	9	11	23	88	122
M.Ed. (Full Time)	8	25	33	3	4	7	5	21	26
M.Ed. (Part Time)									

4. Are there any overseas students?

Yes		No	✓
-----	--	----	---

If yes, how many?

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

a) Unit cost excluding salary component

7045

b) Unit cost including salary component

113,090

(Please provide the unit cost for each of the programme offered by the institution as detailed at Question 12 of profile of the institution)

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

Programmes	Open		Reserved	
	Highest (%)	Lowest (%)	Highest (%)	Lowest (%)
D.Ed.				
B.Ed.	98	53	73	55
M.Ed. (Full Time)	86	71	62	60
M.Ed. (Part Time)				

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
D.Ed.			
B.Ed.	75	15	10
M.Ed. (Full Time)	79.3		20.7
M.Ed. (Part Time)			

10. Pre-practice teaching at the institution

- a) Number of pre-practice teaching days 140 days
- b) Minimum number of pre-practice teaching lessons given by each student 20 lessons

11. Practice Teaching at School

- a) Number of schools identified for practice teaching 20
- b) Total number of practice teaching days 30
- c) Minimum number of practice teaching lessons given by each student 30

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

No. of Lessons In simulation	10	No. of Lessons Pre-practice teaching	20
---------------------------------	----	---	----

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
D.Ed.		
B.Ed.	50	50
M.Ed. (Full Time)	35	65
M.Ed. (Part Time)		

16. Examinations

a) Number of sessional tests held for each paper

	02
--	----

b) Number of assignments for each paper

	10
--	----

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 other related materials	✓	
Any other (specify and indicate)		

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

Yes	✓	No	
-----	---	----	--

Number	2
--------	---

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

Yes		No	✓
-----	--	----	---

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

Compulsory

 Optional

Criterion III**Research, Consultancy and Extension**

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

Number	8	44%
--------	---	-----

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
UGC	1,20,000	1.5 years	ASHA KIRAN

(Additional rows/columns may be inserted as per the requirement)

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 X for negative response)

Teachers are given study leave	<input checked="" type="checkbox"/>
Teachers are provided with seed money	<input type="checkbox"/>
Adjustment in teaching schedule	<input checked="" type="checkbox"/>
Providing secretarial support and other facilities	<input checked="" type="checkbox"/>
Any other specify and indicate	<input type="checkbox"/>

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

Yes ☐ No ☒

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

a. Ph.D. ☐

b. M.Phil. ☐

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

Yes ☒ No ☐

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

	Yes	No	Number
International journals	<input checked="" type="checkbox"/>	<input type="checkbox"/>	2
National journals – referred papers	<input checked="" type="checkbox"/>	<input type="checkbox"/>	4
Non referred papers	<input type="checkbox"/>	<input type="checkbox"/>	
Academic articles in reputed magazines/news papers	<input checked="" type="checkbox"/>	<input type="checkbox"/>	3
Books	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1
Any other (specify and indicate)	<input type="checkbox"/>	<input type="checkbox"/>	

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

Yes ☐ No ☒

Number

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

	Faculty	Students
National seminars	<input type="text" value="35"/>	<input type="text" value="30"/>
International seminars	<input type="text" value="2"/>	<input type="text" value="2"/>
Any other academic forum	<input type="text" value="10"/>	<input type="text"/>

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

(Mark '✓' for yes and 'X' for No.)

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

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

Yes ☐ No ☒

If yes, indicate the nature of the post.

Full-time ☐ Part-time ☐ Additional charge ☒

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

Yes ☐ No ☒

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

Yes ☒ No ☐

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

16. Does the institution provide consultancy services?

Yes

☒

No

☐

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

Nil

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

Local level	✓
State level	✓
National level	✓
International level	✓

Criterion IV

Infrastructure and Learning Resources

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

2750

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

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

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

81

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

915290

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

Nil

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

Nil

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

1,00,00,000

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

Yes

☐

No

☒

9. Total number of posts sanctioned

Open

Reserved

Teaching

Non-teaching

M	F	M	F
6	7		

10. Total number of posts vacant

Open

Reserved

Teaching

Non-teaching

M	F	M	F
1			
		1	

11. a. Number of regular and permanent teachers

(Gender-wise)

Open

Reserved

Lecturers

Readers

Professors

M	F	M	F
4	5		
M	F	M	F
M	F	M	F
1	1		

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

	Open		Reserved	
	M	F	M	F
Lecturers	2	5		
Readers				
Professors				

c. Number of teachers from

Same state	18	B.Ed-13, M.Ed-5
Other states		

12. Teacher student ratio (program-wise)

Programme	Teacher student ratio
D.Ed.	
B.Ed.	1:13
M.Ed. (Full Time)	1:8.5
M.Ed. (Part Time)	

13. a. Non-teaching staff

	Open		Reserved	
	M	F	M	F
Permanent				
Temporary	9	4	2	1

b. Technical Assistants

	Open		Reserved	
	M	F	M	F
Permanent				
Temporary				

14. Ratio of Teaching – non-teaching staff

18:16

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

68.92

16. Is there an advisory committee for the library?

Yes

✓

No

17. Working hours of the Library

On working days

10am – 5pm

On holidays

10am – 2pm

During examinations

10am – 5pm

18. Does the library have an Open access facility

Yes

✓

No

19. Total collection of the following in the library

a. Books

17368

- Textbooks

2511

- Reference books

1420

b. Magazines

5

e. Journals subscribed

- Indian journals

15

- Foreign journals

4

f. Peer reviewed journals

g. Back volumes of journals

45

h. E-information resources

- Online journals/e-journals

- CDs/ DVDs

120

- Databases

- Video Cassettes

- Audio Cassettes

20. Mention the

Total carpet area of the Library (in sq. mts.)	121.94
Seating capacity of the Reading room	50

21. Status of automation of Library

Yet to intimate	<input type="checkbox"/>
Partially automated	<input checked="" type="checkbox"/>
Fully automated	<input checked="" type="checkbox"/>

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

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

23. Are students allowed to retain books for examinations?

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
-----	-------------------------------------	----	--------------------------

24. Furnish information on the following

Average number of books issued/returned per day	60
Maximum number of days books are permitted to be retained	
by students	1 month
by faculty	1 month
Maximum number of books permitted for issue	B.Ed M.Ed
for students	5 7
for faculty	10
Average number of users who visited/consulted per month	60
Ratio of library books (excluding textbooks and book bank facility) to the number of students enrolled	121

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

3%

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

	I 2012-2013		II 2013-2014		III 2014-2015	
	Number	Total cost (in Rs.)	Number	Total cost (in Rs.)	Number	Total cost (in Rs.)
Text books	92	30,000	30	9532	80	27,323
Other books	172	29,005	60	12,250	120	53,607
Journals/ Periodicals						
Any others specify and indicate						
(Additional rows/columns may be inserted as per requirement)						

Criterion V**Student Support and Progression**

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

Programmes	Year 1 2011-2012	Year 2 2012-2013	Year 3 2013-2014
D.Ed.			
B.Ed.	2	4	3
M.Ed. (Full Time)	1		1
M.Ed. (Part Time)			

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?

13

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			M. Phil		
	I	II	III	I	II	III	I	II	III
Pass percentage	93	94	99.15	96	100	96			
Number of first classes	89	101	111	22	23	28			
Number of distinctions	6								
Exemplary performances (Gold Medal and university ranks)									

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

	I	II	III
NET	24	7	9
SLET/SET	7	17	10
Any other (CTET/KTET)	1		3

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

	2010-11	2011-12	2012-13	2013-14
Financial Aid	I	II	III	
Merit Scholarship				
Merit-cum-means	14	15	18	
Fee concession	87	103	120	
Loan facilities				
Any other specify and indicate				

(Additional rows may be inserted as per requirement)

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

Yes	✓	No	
-----	---	----	--

9. Does the institution provide Residential accommodation for:

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

--

Women

27

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

	Organ			Participated		
	Y	N	Number	Yes	No	Number
Inter-collegiate		✓		✓		67
Inter-university				✓		3
National						
Any other						
(specify and indicate)						

(Excluding college day celebration)

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

	Participation of students (Numbers)	Outcome (Medal achievers)
University		
Regional		
National		
International		

18. Does the institution have an active Alumni Association?

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
-----	-------------------------------------	----	--------------------------

If yes, give the year of establishment

2004

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

Yes ☒ No ☐

20. Does the institution regularly publish a college magazine?

Yes ☒ No ☐

21. Does the institution publish its updated prospectus annually?

Yes ☒ No ☐

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

	Year 1 (%)	Year 2 (%)	Year 3 (%)
Higher studies	25%	35%	20%
Employment (Total)	60%	65%	70%
Teaching	56%	62%	65%
Non teaching	4%	3%	5%

23. Is there a placement cell in the institution?

Yes

☒

No

☐

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

1	2	3
2	2	2

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

Yes

No

- Academic guidance and Counseling
- Personal Counseling
- Career Counseling

☐
☒
☐
☒
☐
☒

Criterion VI**Governance and Leadership**

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

Yes

☒

No

☐

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

Governing Body/management	
Staff council	Monthly
IQAC/or any other similar body/committee	Monthly
Internal Administrative Bodies contributing to quality improvement of the institutional processes. (mention only for three most important bodies)	Quarterly

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

Loan facility

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
-----	-------------------------------------	----	--------------------------

Medical assistance

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
-----	-------------------------------------	----	--------------------------

Insurance

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
-----	-------------------------------------	----	--------------------------

Other (specify and indicate)

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
-----	-------------------------------------	----	--------------------------

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

4	15	7
---	----	---

5. Furnish the following details for the past three years
- a. Number of teachers who have availed the Faculty Improvement Program of the UGC/NCTE or any other recognized organization

2

b. Number of teachers who were sponsored for professional development programmes by the institution

National				
International				

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

NIL

d. Number of Seminars/ workshops/symposia on Curricular development, Teaching- learning, Assessment, etc. organised by the institution

--	--	--

e. Research development programmes attended by the faculty

2	2	2
---	---	---

f. Invited/endowment lectures at the institution

1	1	1
---	---	---

Any other area (specify the programme and indicate)

--	--	--

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

a. Self-appraisal

b. Student assessment of faculty

Yes	✓	No	
-----	---	----	--

performance c. Expert assessment of

Yes	✓	No	
-----	---	----	--

faculty performance d. Combination of

Yes		No	✓
-----	--	----	---

one or more of the above

Yes		No	✓
-----	--	----	---

e. Any other (specify and indicate)

7. Are the faculty assigned additional administrative work?

Yes	✓	No	
-----	---	----	--

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

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

Grant-in-aid	32916264
Fees	539445
Donation	241700
Self-funded courses	
Any other (Educational Scholarship)	78770

9. Expenditure statement (for last two years)

	Year 1	Year 2
Total sanctioned Budget	16648424	17529007
% spent on the salary of faculty	61.84	68.92
% spent on the salary of non-teaching employees	24.07	24.97
% spent on books and journals	0.35	0.12
% spent on developmental activities (expansion of building)	9.58	0.37
% spent on telephone, electricity and water	0.25	0.44
% spent on maintenance of building, sports facilities, hostels, residential complex and student amenities, etc.	3.29	3.99
% spent on maintenance of equipment, teaching aids, contingency etc.	0.09	1.02
% spent on research and scholarship (seminars, conferences, faculty development programs, faculty exchange, etc.)	0.32	
% spent on travel	0.05	0.08
Any other (specify and indicate)	0.14	0.08
Total expenditure incurred	16648424	17529007

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.
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

11. Is there an internal financial audit mechanism?

Yes ☒ No ☐

12. Is there an external financial audit mechanism?

Yes ☒ No ☐

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

Administration	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Finance	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Student Records	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Career Counselling	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Aptitude Testing	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Examinations/Evaluation/ Assessment	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>

Any other (specify and indicate)

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

Yes ☒ No ☐

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

Yes ☒ No ☐

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

Yes ☒ No ☐

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

Yes ☒ No ☐

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

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

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

Yes ☐ No ☒

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

Yes ☒ No ☐

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

Yes ☒ No ☐

Criterion VII**Innovative Practices**

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

Yes ☒ No ☐

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

Yes ☒ No ☐

3. What is the percentage of the following student categories in the institution?

	Category	Men	%	Women	%
a	SC	4	3.36	11	9.24
b	ST				
c	OBC	15	12.60	78	65.54
d	Physically challenged	2	1.68	1	0.84
e	General Category	1	0.84	25	21.008
f	Rural	20	16.80	81	68.06
g	Urban	10	5.05	15	12.60
h	Any other (specify) OEC			1	0.84

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

	Category	Teaching staff	%	Non-teaching staff	%
a	SC				
b	ST				
c	OBC	10	62.5		
d	Women	7	43.75	6	33.33
e	Physically challenged			3	16.66
f	General Category	2	12.5	2	11.11
g	Any other (specify)				

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

Category	At Admission		On completion of the course	
	Batch I	Batch II	Batch I	Batch II
SC	16	15	16	15
ST				
OBC	82	83	82	83
Physically challenged				
General Category	22	26	22	26
Rural	115	101	115	101
Urban	31	25	31	25
Any other (specify)				

PREFACE

The Government College of Teacher Education, Kozhikode formerly known as Government Training College was started in June 1950, with a view to impart teacher training at the secondary level. It is one of the premier institutions in the government sector of the state and has a glorious history of more than six decades. In the beginning, the college functioned in the premises of Govt. Victoria College Palghat, with its affiliation to the University of Madras for the reorganized BT course, until June 1957.

As part of the re-organization of the States, in July 1957, the College got affiliated to the University of Kerala for the BT course. From the year 1959 onwards, the degree offered became B.Ed instead of B.T.



The College was affiliated to the University of Calicut from the academic year 1968-69, consequent to the formation of the University of Calicut as per the ordinance number 5/-68 of the Governor of Kerala. The Institution was upgraded and renamed as “College of Teacher Education” by the Ministry of Human Resource Development, Government of India and was officially inaugurated by the Honourable Minister for Education, Kerala on 29th August 1992.

The institution is recognized under 2(f) and 12(B) of the UGC act and it follows the UGC guide lines and norms of the NCTE. The NCTE has fixed certain norms for running B.Ed programmes. NCERT also provided certain guidelines for the curriculum development and implementation.

- **Recognition** : **2(f) & 12(B) of UGC Act**
- **Affiliation** : **University of Calicut and NCTE, Southern Region, Bangalore**
- **Courses offered** : **B.Ed. & M. Ed.**

About The Emblem



- The lighted traditional oil lamp of the emblem symbolizes the transition from ignorance to wisdom and the spikes of paddy signify prosperity of the society.
- The motto of the College is a verse from *Bhagavat Gita*

‘Uddhared atmana tmanam’,
the corresponding English verse is
‘One should lift up the self by the self ’

Vision

- **To impart Quality Education that fosters a Better Social Order.**

Mission

- Create a shared understanding of the vision among the beneficiaries.
- Develop a sense of professional commitment and accountability in the trainees.
- Mould dedicated and responsible teachers with professional and research competencies.
Instill in the trainees specific skills needed for discharging duties as responsible citizens
- Instill a sense of self esteem and progressive outlook among the stake holders of the institution.
- Nurture the citizen to uphold the needs and interest of the community, society, nation and the world.
- Undertake meaningful extension activities and outreach programmes to develop social orientation among the teacher trainees.
- The institution is under the administrative control of the Director of Collegiate Education of Government of Kerala and direct academic control of affiliating university (University of Calicut). However the institution depends for its financial support on the State Government, UGC and NCTE for its various developmental activities

PART II CRITERION WISE ANALYSIS

CRITERION I CURRICULAR ASPECTS



- **CURRICULAR DESIGN AND DEVELOPMENT**
- **ACADEMIC FLEXIBILITY**
- **FEED BACK ON CURRICULUM**
- **CURRICULUM UPDATE**
- **BEST PRACTICES IN CURRICULAR ASPECTS**

1.1. CURRICULAR DESIGN AND DEVELOPMENT

1.1.1. State the objectives of the institution and the major considerations addressed by them? (Intellectual, academic , training , access to the disadvantaged, equity, self development , community and national development, issue to ecology and environment, value orientation, employment, global trends and demands, etc)

Objectives

The institution ensures the holistic development of all its members through various activities. The objectives that emerge from the mission and vision are framed as follows.

- I. To enhance the physical, intellectual and moral growth of the teachers through curricular activities.
- II. To promote social skills and values by ensuring community participation through extension activities.
- III. To develop leadership qualities and organization skills among student teachers through student organizational activities.
- IV. To mould quality teachers having good character, integrity, commitment, enthusiasm and inspiration.
- V. To contribute to the knowledge society by enhancing the creative potentials of student teachers.
- VI. To possess specific managerial skills that a teacher requires to make teaching learning process effective.
- VII. To assimilate and practice the modern psychological principles in the field of education.
- VIII. To empower themselves with learning skills and acquaint with modern pedagogical practices.
- IX. To utilize instructional and human resources effectively both inside and outside the institution.
- X. To develop the right perspective and attitude towards emerging technology.
- XI. To develop correct health habits and achieve physical fitness and mental health.
- XII. To develop a student friendly, conducive, democratic approach.
- XIII. To familiarize them with the growing need for value based education.

- XIV. To develop awareness regarding current issues of Indian Education in the light of its historical, political, social and philosophical background.
- XV. To familiarize themselves with the ways of strengthening the linkage between the institution and the community.
- XVI. To acquire an eco-friendly life style for sustainable development.
- XVII. To organize extension activities.
- XVIII. To organize outreach programmes for the deserving sections of the society.
- XIX. To develop specific skills and requirements to become teacher educators and teachers.
- XX. To develop a research oriented mindset and undertake research projects.
- XXI. To understand the significance of research in education both qualitative and quantitative.
- XXII. To motivate themselves to continue their studies as a PG student or as a research scholar in education.
- XXIII. To prepare truly professional teacher educators and other personnel specialized in different areas of education.

Major consideration to achieve objectives

Our college conducts a variety of educational seminars, (Departmental, National and International) community linkage activities, ICT classes, nature awareness programmes, teaching skills development programmes, career guidance and counseling sessions to make student teacher professionally competent with deep sense of commitment to their vocation.

Table 1.1.1. Domains of consideration and activities

Domains	Activities
Physical , Intellectual, Moral	Health education, Sports, Physical fitness programmes, Cognitive enrichment activities, value education, Guidance and Counseling etc
Social Skills and Values	Community living, social service, extension programmes, Life Skill training, Environmental Awareness Programmes, Personal enhancement activities (talent show, retreat) etc.
Organizational skills and Leadership	Students' Union, Clubs, leadership training, school/college assembly practice. Batch wise /Optional wise group programmes, stage fright reduction training, seminars, workshops, debates, discussions, Quiz programmes etc
Quality Teaching	Teaching Skill Training (Micro teaching) Criticism, practice teaching, interactions with teacher scholars, placements as teachers etc.
Knowledge Society	ICT integrated teaching, Professional learning communities. Modernized library, creativity enhancement activities, student magazines, Wall magazines, club activities, discussions on global trends, invited talks on scholars etc.

Strategies for achieving the objectives

For the transaction of curriculum, various teaching techniques like peer tutoring, team teaching, micro teaching, seminars, assignments, quiz programmes, learner centered-activity oriented methods, co-operative learning brain storming and debates are followed. Flexible designs of process oriented teaching based on modern learning theories are practiced.

- **Orientation Class**

Every college conducts an orientation class to familiarize the student teachers with the academic and professional aspects of the course. Their expectations about the college and the course are elicited and filed for follow up. Opportunities are also provided for their self expressions and creative talents

- **Other programmes based on institutional objectives**

After getting orientation about the curricular and co curricular programmes the students take the initiative to organize various activities under the guidance and supervision of staff.

- **Students' Union**

The Students' Union is the elected students for organizing the students' activities. It is a democratic body that plans, implements and monitors the students' cultural programmes. The Union conducts numerous programmes that start with an inaugural Ceremony. It conducts arts festivals, literary festivals, debates, exhibitions, visits, celebration of festivals, observation of important days, film festivals, sports, college day, fine arts day, talent show, tour etc. The Union presents its report during the college day and officially terminates the union activities. This serves as the best platform for developing organizational and leadership skills.

- **Health and Physical Fitness Programmes**

The Physical Education Department organizes various programmes for the healthy development of student teachers. It conducts awareness classes on healthy life styles, yoga and aerobics. All students and teachers participate in athletic events during the annual sports meet. Distinguished sports personalities are invited for interacting with students.

- **Computer Education**

Computer training is given to all students and special time is set apart for each optional subject for computer education. Special training is given to student teachers to equip them with the latest knowledge of ICT. Students practice power point preparation and presentation. They use language lab and blogs.

- **Nature Club**

College organizes observance of world environmental day, environmental conservation, nature sensitization rally, planting of trees, gardening, herbal garden, plastic free campus and campus cleaning. Innovative programmes to develop ecological conservation like debates, discussions, quiz programmes and environmental awareness programmes also are organized by student teachers during practice teaching.

- **Class Clubs (Departmental Programmes)**

The college has class clubs for each optional subject. Language club, Science club Math Club and Social science club. These clubs conduct seminars, discussions, debates, essay writing competitions, poster making competitions and quiz competitions. Magazines are also published as part of the club activities.

- **Community Service Programmes**

Each year, college organizes student visits to places like old age home for the destitute, home for differentially abled etc. Students collect and distribute soap, clothes, money to them and various entertainment programmes are conducted for the inmates. Students actively involve in pain and palliative services, protest rallies and also lend a helping hand for the less fortunate students of Model Higher Secondary School by distributing note books and by providing tuition to the needy-after class hours.

- **Community Linkage activities**

Students actively participate in various community oriented programmes by co-operating with Local Self Government organizations. Students conduct surveys on pertinent social issues, interact with marginalized communities and visit places of specific community interest. Both the students and teacher educators serve as resource persons to various programmes organized within the community.

- **Community Living Camp**

The College conducts a 3 day Community Living Camp each year as per the syllabus of B.Ed curriculum. In order to make our students to have a deep insight into the world around them and equip them with diverse thoughts, talks by experts in the field, classes by resource persons, discussions and visits to important places of educational interest are included.

- **Study Tour/Excursion**

Study tours are conducted to different places under the leadership of the faculty on optional basis to obtain a first-hand experience. Different committees are formed among the student teachers to be in-charge of the various roles like programme committee, finance committee, discipline committee, entertainment committee, food committee etc. This provides the student teachers an opportunity to organize and conduct study tours apart from the field trip experience. Field work report is submitted. General tours are organized with the co-operation of all the students and the staff.

- **Value Education Programme**

Every year, value based educational programmes are conducted in the College to inculcate great values like truth, love cooperation, honesty and self-respect to make them good at heart and to foster respect for others. For the past two years 'VITAL' has been conducting the same for us. All these programmes are conducted with a view of equipping the student teachers to act as a good human being and a role model for their pupils in this world of deteriorating values.

- **Field Trip**

All Optional subjects conduct optional wise field trips to places of subject interest each year with a view to have an in-depth knowledge about their respective subjects.

- **Training Programmes**

Hindi and Sanskrit optional student teachers attended a programme on Devanagari typing.

- **Celebrations/Observations of important days**

Republic Day and Independence Day

A flag hoisting ceremony followed by a pledge taking was conducted. Talks, Patriotic song competitions and quiz programmes are also organized.

National Science Day

Eminent persons from the field of Science are invited to take classes regarding the role of science in everyday life and students prepare and present seminar papers. Book exhibitions are also arranged.

Women's Day

Talks by renowned personalities, cultural activities, variety entertainment programmes by students, debates, quiz competitions, poster making competitions, collage competitions and essay writing competitions are organized.

Human Rights Day

Awareness classes on fundamental rights and legal provisions are organized. Seminar presentations by students, poster presentations, essay writing competitions, documentary presentation and exhibitions are also organized.

Onam

Onam, the festival of flowers, the festival of Kerala, is celebrated with great pomp and splendor. The Atha Pookalam (floral carpet with traditional flowers), Onappaattu (traditional songs related to the festival), uriyadi, thiruvathirakali (a dance form of Kerala), vadamvali (tug of war), and the day related specific cultural events are staged. Onasadya (traditional feast) adds flavor to Onam celebration.

Ramzan Meet

Eid-ul-fitr is celebrated with a Ramzan feast. Mappila Paattu competitions and Mehendi competitions are conducted and the occasion is celebrated with great pomp and enthusiasm.

Christmas

Christmas celebrations are organized in the college. The students sing carols and visit neighboring institutions and old age home to share the happiness, message and love of Christmas. Christmas message is given by a spiritual leader, cutting of cake, gift exchange and variety programmes are conducted.

New Year

College celebrates New Year programmes with prayers. Students take a New Year pledge and reflect their thoughts on past and future years. Teachers are also included in felicitation.

Teachers' Day

Teachers' Day is celebrated in the College. An eminent teacher is invited every year to give teachers' day message. Students organize "Guru Pooja" to honor their teachers. On this occasion, students as well as teachers reflect the reminiscence of teachers who have influenced them.

World Environmental Day

World Environmental Day is celebrated with various programmes like planting trees, distributing saplings, campus beautification, planting herbal plants, visiting places of ecological importance etc.

Reading Day

Reading day is also celebrated in the College with various programmes like reading competitions, quiz programmes, debate, discussions, essay writing competitions and seminars.

Gandhi Jayanthi

Gandhi Jayanthi, the birthday of the Father of Our Nation, Mahatma Gandhi is also celebrated in the college with various programmes like seminars on Gandhian philosophy, campus cleaning programmes and an urge to simple living is inculcated.

All the above days of national and regional importance are celebrated as general programme of the college besides the class club programmes of other important days.

1.1.2. Specify the various steps in the curricular development processes

(need assessment, development of information data pertaining to the feedback from faculty, students, alumni, employers and academic experts, and formalizing the decisions in statutory academic bodies)

- Self introduction with talent show
- Oral/written presentation on student expectations from the College and the Course

- Parent teacher interactions

During the Course, the need assessment is done as follows:

- Feedback from students, Faculty, Alumni, Employees
- Analyzing the class test/Semester and test results
- Interacting with Academic experts
- Interacting with parents
- Identifying the trends in education

Students teachers are allowed to share their needs directly with the faculty and by submitting their need related issues in Grievance Cell.

Based on the above process curricular adaptations and support programmes are implemented.

The College takes feedback from students, stake holders, Alumni, heads of practice teaching schools and teachers to analyze whether the stated objectives have been satisfied during the course of implementation. Suggestions and changes suggested by the teachers, stake holders and experts are collected and feed back is communicated with the relevant agencies.

1.1.3. How are the global trends in teacher education reflected in the curriculum and existing courses modified to meet the emerging needs?

Suitable changes are brought forth in the curriculum by the University of Calicut with the modern trends from time to time. The present curriculum is in tune with the global trends in teacher education. To meet the emerging needs, the college organizes the following programmes.

- Seminars/Discussions/Debates on emerging issues in teacher education
- ICT integrated learning
- Applying models of teaching
- Learner centered pedagogical approaches
- Training in modern instructional strategies
- Professional skill enhancement programmes
- Learning through community involvement
- Reflective practice
- Continuous and comprehensive evaluation

which are based on the modern trends like

- Activity oriented pedagogy
- Child right education
- Environmental Education
- New evaluation strategy based on grading
- Co-operative and collaborative learning
- Critical pedagogy

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

The Institution ensures that the student community is sensitive and responsive to the national issues and it orients them towards addressing the major issues like environment, value education, pollution, population, fascism, Women and child issues and ICT etc.

Programmes for promoting Environmental consciousness

- World Environment Day celebration
- Nature Club Activities
- Environmental awareness programmes
- Seminars related to environmental issues
- Talks related to environmental issues
- Documentary presentation
- Preparation of eco - friendly products
- Daily morning assembly and thought presentation
- Awareness rally and protest marches on various issues
- Campus cleaning and beautification programmes
- Planting trees and maintaining herbal garden

Programmes for Inculcation of values

- Seminars/Discussions/Debates on values
- Value integrated teaching
- Social service activities
- Value inculcation programmes in college and school
- Invited talks on values
- Screening value based videos and films
- Morning assembly and thought presentation
- Human rights day celebration
- Celebration of days of National importance

- Visit and service to old age home
- Pain and palliative services
- Rendering monetary and academic support to needy government school students in the college vicinity

Programmes for ICT experience

- Computerized library facilities with internet access
- Blog based learning
- Use of LCD for taking classes/interactive white board
- Preparation of Power Point Slides
- Educational CD's of Kerala State Secondary school syllabus
- Orientation in theory and practicum of ICT

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

Teacher Educators and student teachers actively use ICT for curricular planning and Implementation.

- Preparation of teaching learning materials
- Clarification of ambiguous curricular aspects
- Preparation of power point
- Preparation of documentaries
- Online interactions with experts
- Uploading and downloading of curricular materials
- Preparation, storage and retrieval of staff and student profile
- Preparation, storage and retrieval of mark sheets
- Drafting letters and electronic mailing
- Downloading Government orders, UGC notifications and other notifications relevant for the institution.
- Watching web sites, downloading and uploading notification of the college in its site.

1.2. ACADEMIC FLEXIBILITY

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

The College follows the curriculum in a flexible manner as to provide varied experiences to the student teachers. All the activities are focused towards forming

and molding the student teachers into committed and creative teachers. Student teachers are given professional training in teaching through the following measures.

- Students centered learning through active learning, process based learning, co operative learning.
- Opportunities to acquire experiences by observing the demonstration classes of teacher educators, teacher experts and selected school teachers.
- Video reviews of expert teachers/student teachers to imbibe good practices.
- Micro teaching to acquire components skills of teaching through video recording and analysis which is followed by link practice.
- Discussion classes gives experiences in planning the class room activities, teaching aids and lesson plans.
- Teaching aid workshop gives the direct experience in preparation and usage of teaching aids in class rooms.
- Real classroom experiences through criticism classes.
- School induction programme to observe classes of school teachers and get the direct experiences of class room.
- Shared practices that support and supplements individual teaching competencies.
- Feedback from peers, teacher educators and subject teachers added to the modification of teacher behavior.
- Reflective journal prepared by the student teachers during teaching practice act as the best tool for reflective practice.
- Weekend reflective session by the optional teachers is used for monitoring and general reflection at the college is used for assessing and rectifying the teaching related activities.
- Field trip gives direct experiences in planning and execution of a trip.
- Community living camp gives experiences in human values (sharing, co-operation, confidence, leadership, knowledge, planning , execution etc.)

Table 1.2.1. Flexibility in Activities and Scope

Provisions for Flexibility	Scope
Time table	More learner participation
Learning Strategies	Effective transaction if content
Class environment	Multiple learning experiences
Assessment	Ensure outcomes
Study Tour/Field trips	Subject specific experiences
Teaching practice schools	Effective teaching
Medium of practice teaching	Minimize language barriers
Practicum	Research experiences
Socially useful productive works	Creative expressions
Field work	Social relations maintaining through social service

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

The Institution provides ample freedom for making the operational curriculum flexible through the following varied learning experiences.

- Optional teachers are given freedom to transact the curriculum according to subject specific features and learner needs.
- Sufficient flexibility with respect to time and space is provided in the transaction of curriculum
- Teacher Educators are permitted with ample freedom to adopt instructional strategies according to the requirements of their discipline.
- Use various modes of assessment viz. observation of the class, written test of objective and descriptive type online and viva voce
- Varied learning experience through the field activities such as documentary preparation and presentation, Interview, survey and field visits like old age home and pain and palliative centers.
- Varied learning experience through the campus activities such as beautification of campus by maintaining a garden and planting of medicinal plants.

The above learning experiences provide ample scope for the student teachers to contribute to curricular innovations.

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

The College offers many value added activities in order to ensure that our student teachers are competent to meet the future challenges.

- **Life skill training**

The college organizes programme for development of life skills such as problem solving skills, decision making, positive thinking leadership skills etc.

- **ICT Skills**

The College provides training in the development of ICT skills through power point preparation, teaching learning materials preparation, blogging, browsing skills and internet surfing practices.

- **Communicative Skills**

The college organizes training to student teachers in communicative English to improve their communication skills. Language lab facility available in the computer lab also helps the student teachers to improve their communication. In college writing competitions and magazines gives opportunities to students to improve their writing skills.

- **Community Orientation Programme**

College organizes a compulsory three day community living camp for the student teachers to make them socially sensitive, culturally enrich and environmentally adaptive. Other activities for the community are

- Visit to charitable Institutions
- Service to Pain and Palliative
- Helping model school students
- Preparing dramas and documentaries on community related issues
- Preparing and distributing pamphlets on social awareness
- Social service
- Social involvement in relevant occasions
- Protest rallies
- Making some products and distributing to others
- Extension services

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

The college arranges workshops on micro teaching and models of teaching for all the student teachers. A heterogeneous group of student teachers form different options prepare lesson transcripts and other learning materials.

During practice teaching student teachers observe the teaching of other peers and prepare peer review records. Each subject club organizes programmes and competitions like debates, seminars, Discussions, poster, making Quiz by ensuring the participation of students of all other subjects (Languages and Science).

Making Multi-skill development

Multi-skills are developed among student teachers by giving them practice in teaching, learning and leadership training. To ensure the overall development the following programmes are offered.

- Oratory training programme
- Training in preparation of eco-friendly materials
- Communication skill development through language lab
- Teaching skills development through micro teaching sessions and criticism classes
- Training in preparation of power point slides, blogs and e-content
- Practicum which includes school based/community based case study, action research and problem based projects to ensure training in problem solving innovation and reporting.

Inclusive Education

Differently abled students (handicapped and blind) are admitted and accommodated along with normal students. The college ensures that the specific needs of such students are satisfied. The scribes for the visually handicapped are arranged and an extra time of 30 minutes is provided to such students during examination with the prior sanction of the University. The faculty takes special care of such students providing learning materials. Teachers and peers are helping the students very much.

Practice Teaching & School Experience

Micro teaching with video feedback improves the teaching skills of student teachers. After mastering the varied micro teaching skills, the student teachers proceed with the link lesson practice. Practice teaching is arranged in the second semester in which the student teachers have to complete 30 practice lessons in the concerned optional subject and two lessons for health and physical education.

The concerned optional teacher, the supervising teacher and general teachers observe the class of student teachers and give them immediate feedback. Peer evaluation is also carried out during practice teaching. The student teachers involve themselves in all school activities like assembly, sports events and various celebrations. They complete school based practicum works during these days of practice teaching (30 days).

Work Experience/SUPW

Provision is made in the curriculum to evaluate the process skills in the preparation of teaching aids in the workshop and each trainee has to produce two finished products as part of SUPW. SUPW or work experience is provided through the practice of making handicraft works, creative and useful articles using waste materials. Students are also trained to prepare glass paintings, ornaments made of newspaper, ropes from used plastic cover, soap, chalk, washing powder and umbrella etc. These articles are displayed for the exhibitions.

1.2.4. Activities for the inclusion for the various curricular activities

Inter disciplinary	Multi-skill development	Inclusive Education	Practice teaching and School Experience	Work Experience
General class structure with subject combinations (2 batch)	Micro teaching	Multi sensory teaching	Schools of preference Teaching of 30 lessons in subjects	Campus beautification
General demonstrations	Criticism, discussions	ICT integration	Shared teaching	Paper bag/beads work/ropes
Cultural programmes,	Oratory Training	Special seating arrangements	Teaching of value education	Painting/decorations
Quiz, debates, discussions, seminars	Communication skill training	Women Cell Grievance Cell Career guidance cell	Teaching of health education	Cooking
General tours,	Literary festivals	Remedial teaching	Achievement test & Diagnostic test	Soap, chalk, washing powder, umbrella
peer review, video review,	Aerobics	Additional time for work submission and exam	Practicum data collection	Social Survey
Tutorials,	Athletic meet		School Programme co-ordination	Awareness Programmes
	Arts festival		School Welfare activities	Planting trees, Planting medicinal plants
	Magazine			Plastic free campus
	Students union			

Other Programmes

- Value Education
- Intercollegiate/Interschool competitions
- Counseling sessions
- Remedial coaching
- Extension activities
- Workshops
- Coaching for NET/SET/TET
- Club activities (Drama club, music club, social club, nature club, Math club, literary club)
- Anti sexual harassment cell
- Anti ragging cell

1.3. FEEDBACK ON CURRICULUM**1.3.1. How does the institution encourage feedback and communication from the students, alumni, employers, community, academic peers and other stake holders with reference to the curriculum?**

Institution receives feedback from various stake holders and analyzes it for the improvement of the institution and its activities.

- The academic results of the students are analyzed to understand the fulfillment of the stated objectives.
- Students are given opportunities to share their views orally and in written.
- Monitoring sessions are arranged to communicate the difficulties of students regarding curriculum transaction.
- Alumni get together and PTA meetings are held occasionally to collect their feedback.
- Interface meeting with the heads of practice teaching schools and teachers are conducted to get feedback about the performance of students.
- Feed back is also obtained from students, teachers, Alumni employees, community and academic peers.

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

The institution has an internal mechanism for the analysis of feedback received from various sources. Feed back is also obtained from students, teachers, alumni, employees, community and academic peers. The IQAC of the institution analyses and reviews the feedback and periodically report to the authorities. The authorities take necessary actions for improvement based on feedback. The reports are discussed in the staff council and necessary plans and changes are formulated for action within the institution. Valuable suggestions and feedbacks regarding the curriculum are also sent to the university.

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

All the faculty members actively participate in the curriculum revision process. Most of our faculties are members of the core committee of the B.Ed and M.Ed curriculum revision. Three of the faculty members serve as Member of Board of Studies. They collect opinion of staff and students on curriculum and present it before the university boards.

1.4. CURRICULUM UPDATE

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

The Institution offers B.Ed and M.Ed courses. The University of Calicut, to which the college is affiliated, has revised B.Ed curriculum and implemented it in the year 2012-13. B.Ed course is offered herein 9 subjects – Arabic, English, Hindi, Malayalam, Mathematics, Physical Science, Natural Science, Sanskrit and Social Science. The students are admitted through centralized allotment process, the total intake being 120 students for B.Ed and 35 for M.Ed. The M.Ed course started in the year 2010. The intake capacity of M.Ed was enhanced from 25 to 35 as per the norms of the NCTE and as such, 35 students were admitted into the M.Ed course during the year 2012-13. The College got permanent affiliation for M.Ed course in the year 2014.

The curriculum is designed by the University of Calicut to which it is affiliated to. The institution has no right to change the curriculum. However, it can offer suggestions and contribute in framing and re structuring the curriculum of University. Curriculum transaction is through critical pedagogy and social constructivism. The faculty members play a decisive role in designing issue based curriculum and innovations in critical pedagogy. The faculty members take part in workshops for text book preparation conducted by SCERT. Some faculty members are resource persons for in-service courses and IMG Training Programmes.

Even though the curriculum is designed by the University of Calicut, the following Faculty members offered their suggestions for restructuring the B.Ed curriculum. The B.Ed curriculum was restructured by the Board of Studies in Education, University of Calicut.

UG Board members in our college Dr.K.Ramakrishnan and Smt.M.Usha and all other faculty members made their valuable contributions in re-structuring the curriculum. Tremendous changes were made to tune with CBCSS. More importance is given to process centered learning strategies. Number of core papers was reduced to three for transacting the curriculum. Innovative methods such as Brain storming, Buzz session, Role Play, Debate, Symposium, Panel Discussion etc. were introduced. Assignments, Process, Seminars, Viva-Voce examination, written examination (both internal and external) were introduced as a part of continuous and comprehensive evaluation.

The Old M.Ed curriculum was revised during 2012-2013 and was restructured by the University of Calicut, PG Board of Studies. Board Member Dr.B.H.Helen Joy (Principal) and all the other faculty members of this institution participated in this venture.

M.Ed curriculum was revised to be in tune with the national curriculum frame work for Teacher Education (NCFTE 2009). Diversification is done by introducing the advanced methodology of teaching school subjects and now specialization course in emerging areas of the discipline. The structure of the programme is enriched by adding field experiences/practicals in both semesters. The evaluation scheme is further systematized.

The B.Ed course of the University of Calicut has undergone a curriculum revision in 2013-2014. The major changes made in the revised curriculum are based on the modern trends in Education.

- Credit and Semester System
- Grading System in Evaluation

- Community Living Camp
- SUPW
- Online learning supports.

The above changes helped to improve the quality of teacher education in the following ways:-

The revised syllabus helped the student teachers to develop basic knowledge on ICT, social skills, personal skills, practicing democratic living, and learning to live co-operatively.

As per the norms of the University, practice teaching is conducted after a school induction programme. Before beginning practice teaching, student teachers have to take criticism lessons and micro teaching lessons. Student teachers have to write discussion lessons and then observe demonstration classes. After these, they embark upon a 30 day practice teaching session. Student teachers are given training to write lessons using different models of teaching.

They are to take at least two ICT based lessons and uploading of assignments and lessons transcripts in blog are required.

University conducts workshops and seminars to enrich the faculty know how. All faculty members attend the orientation programme and workshops in different subjects. Our faculty acts as resource persons in the orientation of the revised syllabus. The faculty members have started their web pages and blogs for posting their reflections, ideas, notes and views on various issues.

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

For curriculum revision the institution adopt certain strategies like need assessment of students, students' feedback, feedback from practice teaching schools and other stake holders. Based on the need assessment and students feed back the curricular areas for revision and updating is identified. The suggestions of teachers of practice teaching schools are positively handled for improvement. Possible domains are rectified within the institution by collaborating efforts. Draw backs that require the attention of the University are brought to the attention of the University authorities.

1.5. BEST PRACTICES IN CURRICULAR ASPECTS

1.5.1. What are the quality sustenance and quality enhancement measures undertaken by the institution during the last five years in curriculum aspects?

The institution has undertaken many measures for the quality enhancement in curricular aspects.

1.5.1. Measures taken and quality enhancement for curricular aspects.

Measures taken	Quality enhancement
Orientation programme	Familiarizing the curriculum
Minimized general class strength(50)	Learners centered curriculum
Technology equipped classrooms	ICT Integrated curriculum transaction
Technology Training	Techno Pedagogical skill acquisition
Micro Teaching Practice, Discussion, Observation, Demonstration and Criticism	Teaching Skill acquisition
Shared practiced of teaching	Collaborative curriculum transaction
Communication skill training,(Seminars, Discussions, Debates, talks)	Effective presentation of content knowledge
Continuous and comprehensive evaluation (Internal and external)	Curriculum outcome assessment
Community Living Camp	Social value of the curriculum
Practicum	Problems based curricular approach
Updated library	Curricular support reading
Modernized seminar hall	Media integrated curricular transaction
Equipped laboratories	Hand on experiences of curriculum
Invited talks by scholars	Clarifications about curricular areas
Tutorial sessions	Guidance for difficulty areas of curriculum
Examination preparation classes	Reviewing the Course content
Online learning supports	Updating and enrichment of curriculum
Feed back analysis	Revising the curricular areas
Course outline preparation	Systematized curriculum transaction

1.5.2. What innovations/best practices in ‘curricular aspects’ have been planned /implemented by the institution?

The institution earnestly plans and implements many innovative programmes for student teachers

- Morning assembly (Prayer, Pledge, News Reading, Thought for the Day, Comment)
- Seminars
- Discussions
- Debates
- Talks
- Wall Magazines and College Magazine
- Co-operative Learning Strategies
- Small Group Discussions
- Projects
- Preparation of Teaching Aids
- Brain Storming Sessions
- Micro Teaching
- Discussion, Demonstration and Criticism Classes
- Lecture cum Discussion Lessons
- Lecture cum Demonstration Lessons
- Web based Learning / e-learning
- Buzz Sessions
- Open Forums
- Tutor Ward
- Study Circles
- Innovative works on subjects
- Survey on Curriculum implications
- Problem based Practicum
- Field Works
- Medial Integrated Teaching
- Blogging
- Interactions with Curriculum Experts
- ICT Integrated Lessons
- Internal Quality Assurance Cells

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

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

Suggestions by NAAC team	Action taken by the College
Only one course is offered	M.Ed course was introduced in 2010, which has got NCTE recognition and permanent affiliation from the university of Calicut.
No flexibility in choice of optional papers	As curriculum for B.Ed course does not permit flexibility in choice of optional papers, we are not able to have a flexible choice. M.Ed curriculum offers flexibility in choice of specialization courses.
Guidelines of NCTE are not fully followed	As we have to strictly adhere to the rules and regulations given by the University of Calicut, the guidelines of NCTE cannot be fully followed.
Existing course content does not meet the National and Global market requirements.	We are now following the revamped B.Ed curriculum which meets the National and Global market requirements to a great extent.

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

- Orientation programmes
- ICT integrated teaching and learning
- Training in modern instructional strategies
- Professional skill development programmes
- Reflective practices
- Value integrated teaching
- Social service activities

All our curricular and co-curricular endeavors are directed towards enrichment which brings excellence in personal as well as professional outlook of student teachers.

CRITERION II

TEACHING –LEARNING EVALUATION

**2.1 ADMISSION PROCEDURE AND STUDENT
PROFILE**

2.2 CATERING TO DIVERSE NEEDS

2.3 TEACHING-LEARNING PROCESS

2.4 TEACHER QUALITY

2.5 EVALUATION PROCESS AND REFORMS

**2.6 BEST PRACTICES IN TEACHING
LEARNING AND EVALUATION PROCESS**



2.1. ADMISSION PROCEDURE AND STUDENT PROFILE

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

The college is a government institution recognized under 2(f) and 12 (B) of UGC act and affiliated to the University of Calicut and NCTE, SOUTHERN Region, Bengaluru.

The college offers two courses:-

1. Bachelors degree in Education for a period of ONE year (2 semesters) in 9 Optional subjects
2. Masters degree in Education for a period of ONE year (2 semesters)

The institution has no role to play in the admission process. However the institution has a transparent admission process and ensures that the defined admission criteria are equitably applied to all applicants. The institution provides clear information to students about admission and completion requirements for all programmes, the fee-structure and refund policies, financial aid and student support services through notifications displayed on the college notice board, website of the college, and college prospectus and other student and stakeholder related material.

B Ed Admission

LBS Centre for Science and Technology under the Government of Kerala, invites the application for admission to the B.Ed courses in Government / Aided /Private Self Financing Colleges (except to those Centres managed by the Universities directly) in the State for every year. List of colleges to which admissions can be sought, along with subjects offered in each institution are made available in the official website of LBS. Eligible candidates can download the B.Ed Admission Prospectus from the LBS official website www.lbscentre.in and can register online through the website by clicking on the link “B.Ed –year ”. College wise list of allotted candidates is made available in the official website of LBS. A copy of the same is also put up on the notice board of the institution to ensure transparency and equity. Serial number, application number, Quota, allotment, Rank, fee paid are given in the list so that the candidate can make sure that there

has been no malpractice in the preparation of rank list. Only Indian citizens are eligible for admission (Keralite and Non-Keralite)

Academic Qualification:

- i) Candidates should have passed the B.A./ B.Sc. Degree examination under the 10+2+3 with one main subject and two subsidiary subjects from any of the Universities in Kerala or of any other University recognized by any of the Universities in Kerala as equivalent thereto for admission, subject to the stipulation regarding marks OR 10+2+5 pattern (Integrated M.Sc. Course)
- (ii) Candidates who have passed their qualifying examination from Universities outside Kerala should submit Eligibility/Equivalency Certificate stating that their qualifying examination is recognized by those Universities, for seeking admission to B.Ed. Degree course in a particular optional subject in a stream as applicable, along with their application.
- (iii) The minimum requirement of marks for admission to B. Ed. Courses is 50% for Part III in Bachelor's Degree [Science/Arts Subjects] (No rounding off of the percentage of marks to the nearest whole number is permitted) or 50% marks in Post Graduation for Commerce/ Information Technology/ Computer Science /Home Science options in the concerned discipline.

Equity and transparency is ensured by notifying it in all leading newspapers. Important dates are also provided in the websites. Some of them are date of starting online registration, last date of online registration, last date of remittance of application fee, last date of application, declaration of results etc are provided in the website.

B Ed Course Application Fee

For General candidates: Rs.500/-

For SC / ST candidates: Rs.250/-

Application fee can be remitted by all applicants at any of the Federal Bank branches in Kerala, using the chalan generated online during the process of submission of online application form.

How to Apply

Eligible candidates can apply online through the website www.lbscentre.in

The printout of the application form along with attested copies of relevant certificates should be send to The Director, LBS Centre for Science & Technology, Extra Police Road, Nandavanam, Palayam, Thiruvananthapuram – 695033, Kerala
Online Registration procedures is also allowed

Reservation of seats

Types of reservation

Out of the total Merit seats available in Govt. and Aided Colleges for various B.Ed. Courses, seats will be reserved for different categories under the following main items:

- (a) Reservation for nominees
- (b) Reservation for Persons with Disabilities
- (c) Special Reservation
- (d) Mandatory Reservation.

Reservation for nominees

- (a) **Lakshadweep Quota: 4 seats** (*For candidates from Union Territory of Lakshadweep*)
- (b) **Quota for candidates from Mahe: 1 seat.**

The applicants under these quotas will be selected on the basis of existing rules.

Reservation for Persons with Disabilities (PWD)

Three per cent of the seats in Government/Aided colleges, available to the State for allotment from the State rank List, are reserved for candidates with disabilities. (Deaf/Dumb candidates are not eligible for admission to B.Ed. courses). ***Out of this, 50 % of seats are reserved for Blind candidates (except for science optional), which will have to be filled by the Principals concerned.***

Special Reservation

These are the seats reserved for the specific categories mentioned below, in specified Colleges. The seats will be reserved on rotation basis in different colleges every year.

(a) Defence Quota [DQ]

2 seats each in Government and Aided

(b) Teachers Quota [TQ]

20 per cent of total seats in Government Colleges are for teachers working in schools in Government Sector.

(c) Sports Quota

One seat in each Government and Aided College.

Category Percentage**(A) State Merit 64%****(B) Socially and Educationally Backward Classes 26%**

- a) Ezhava (EZ) 9%
- b) Muslim (MU) 8%
- c) Other Backward Hindu (BH) 5%
- d) Latin Catholic (LC) 2%
- e) Other Backward Christian (BX) 1%
- f) Kudumbi (KU) 1%

(C) Scheduled Castes & Scheduled Tribes 10%

- a) Scheduled Casts (SC) 8%
- b) Scheduled Tribes (ST) 2%

Claims for reservation and certificates to be produced

Claims for Mandatory as well as Special Reservations must be made by a candidate at the time of submission of application, with supporting documents as required and as specified.

Sl No. Seat Reservation

- I * Open Quota 55 percent
- II Scheduled Caste 15 percent
- III Scheduled Tribe 05 percent

Teacher Quota

Candidates applying under Teacher Quota need a mere pass in the qualifying examination. 5% of seats in each optional subject are reserved for permanent teachers in Govt. service/ Aided Sector of Kerala State. In the absence of qualifying candidates under Teacher Quota the vacancies shall be treated as Open Quota. Candidate should be a permanent teacher (Govt/Aided) continuing in service having a minimum of 3 years continuous teaching experience. The period of service is considered on the basis of Service Certificate in Form IV of KER as on the date of notification, duly certified by the Controlling Officer i.e. Head of the School and Countersigned by the AEO/DEO/Regional Deputy Director, HSE in the case of HSST. If continuous service of two candidates are same/equal, prior broken service i.e. Approved service Appointment by Employment exchange/Appointment in Leave vacancy will also be considered. If a tie still exists the marks in the qualifying examination will be considered. Those who are eligible to get study leave for the duration of the entire course from the authority concerned need alone apply and in case they are selected for the course, they should produce a certificate from the Head of School concerned that they have applied for eligible leave for the duration of the course before being admitted. Candidates applying under Teacher Quota can also apply under General Quota

Submission of Kerala B.Ed Application Form

There are three stages for the submission of Application form and all stages are mandatory.

Stage 1. Entering candidate details online followed by remittance of application fee at the branch of the scheduled bank (which will be notified later) after taking printout of the chalan from the website www.lbscentre.in

Stage 2. Confirmation of Registration of Personal & Academic Data and forwarding of the printout of the application form with supporting documents.

Stage 3. After publishing the provisional rank list the candidate has to register college/course options during the prescribed time

Steps for Entering of Candidate details and remittance of application fee.

- (i) Candidate shall visit the official website www.lbscentre.in and click the link “B.Ed – 2014”.

- (ii) Candidate should then click the button “NEW CANDIDATE”. The personal details of the candidate have to be filled in the page thus obtained and saved.
- (iii) A three part chalan form (Candidate copy, Office copy and Bank copy) will then appear on the screen. Candidate has to take a printout of the chalan and remit the requisite application fee at any branch of the designated bank (which will be notified later).
- (iv) After the remittance of fee in the bank, the candidate will get the student copy and office copy of the chalan from the bank.

Steps for Confirmation of Registration and forwarding of Application form

- i. After the remittance of fee, the candidate has to again visit the official website and click the link “B.Ed-2014”, on the next day or within the prescribed time limit for completion of the online application registration process
- ii. The candidate has to click the button “LOGIN/FEE REMITTED CANDIDATE”.
- iii. In the page displayed, he/she has to enter the Application number, chalan number and date of remittance of fee in the bank.
- iv. Now the candidate will have to create and submit a password which must be made up of numerals or alphabets or a combination of both.
- v. The candidate also has to answer the selected security question and click the button “CONFIRM”.
- vi. After this procedure the candidate has to upload soft copy of the recently taken passport size photo in JPEG format with size not more than 20 Kb.
- vii. On successful uploading of the photo the candidate will get a unique registration id. (This unique registration id along with application number and password will be required for subsequent login to the home page of the candidate.)
- viii. The candidate has then to click the button “PROCEED” and fill the required data in the personal data sheet that will appear and “SAVE” it.
- ix. On completion of this process, the candidate has to click the button “PRINT” and take a printout, which is the application form.

- x. The printout of the application form, along with office copy of the chalan receipt, self attested copies of marklist(s), certificates/documents as per clause 7 shall be sent to the Director, LBS Centre for Science & Technology, Extra Police Road, Nandavanam, Palayam Thiruvananthapuram – 695033, Kerala, so as to reach within the scheduled time.
- xi. Candidates under Sports Quota should forward the original application to the Director, LBS Centre for Science and Technology, Extra Police Road, Nandavanam, Palayam, Thiruvananthapuram – 695033, Kerala, and also forward a photocopy of the application to the concerned authorities mentioned in these Clauses.

Certificates / Documents to be submitted along with the filled in application

- (a) Self–attested photocopy of the S.S.L.C or any relevant school records to prove date of birth.
- (b) Photocopy of the mark lists of all parts of the qualifying examination(s) and Degree/Provisional Certificate duly attested by a Gazetted Officer.
- (c) Any one of the certificates to prove Nativity, in the Application Form.
- (d) Certificates in support of claim for Communal Reservation, in the application form, if applicable.
- (e) Attested photocopy of certificates in support of Special reservation, if applicable.
- (f) Copy of the Equivalency Certificate and Eligibility certificate from any of the Universities in Kerala, stating that, their Qualifying examination is recognized for seeking admission to B.Ed. Degree Course in a particular optional subject/in a stream as applicable, in case of Double or Triple main candidates or candidates who have passed the Degree Examination in Vocational or Specialized Courses under any scheme of Universities in Kerala.
- (g) Attested photocopy of NSS/ NCC certificates at degree level, if applicable.
- (h) Any other documents mentioned in the Notification or those called for later.

M. Ed admission

Since the college is affiliated to the University of Calicut it follows strictly the rules and regulations laid down for the university for admission to M Ed course. The department of education of the University of Calicut publishes the

notification for admission in all leading newspapers. The same is also made available in the website of the University.

List of colleges offering the course, sanctioned intake, eligibility, details of entrance examination, how to apply, important dates to remember are also provided in the notification.

Eligibility

Bachelor's Degree in Education with at least 55% Marks of University of Calicut or other Universities recognized by Calicut University. 5% relaxation in marks will be allowed in the case of SEBC candidates and minimum pass is required for SC/ST candidates.

En trance Exam ination

The Entrance Examination is conducted at Calicut University Campus The examination is of I hour duration and will have 100 objective type questions of 1 mark each. The question will be from the Syllabus of Calicut University B. Ed Course.

Centre of examination: Calicut University Campus

Applicants can download their hall ticket from the website www.universityofcalicut.info using their online registration number.

Applicants should invariably bring the hall ticket while appearing for the examination.

How to apply

1. Applications are to be submitted online through Calicut University website “www.universityofcalicut.info A fee of Rs.300/- (Rs.100/- for SC/ST) has to be remitted to Calicut University Funds by SBT online/SBT E- Chalan/friends/ Akshaya E-Chalan.
2. Signed print out of applications along with chalan & attested copies of S. S. L. C (to prove age), B. Ed Mark lists, B. Ed Provisional/Degree Certificates, Equivalency Certificate, Community/Non Creamy Layer/BPL(forward caste only), Disability Certificate, Service Certificate in Form – IV should reach the office of the Department of Education, Calicut University Campus, Calicut University (P.O), Malappuram District, Kerala, PIN -673635. Students can also apply online.

Seat Allotment

The Centre wise allotment is made in accordance with the rank obtained by the candidates and the order of preference of Centres opted by the candidates at the time of counseling. The Allotment to the Affiliated Colleges will be made to fill the merit seat (50% of Total intake).

Reservation

Seats are reserved for Physically Handicapped candidates and candidates belonging to SC, ST, MUSLIM, ETB, LC/SIUC, OBH & BPL (Forward Caste) categories as per the reservation principles of Government of Kerala as adopted by the University. Teacher Candidates of Govt./Aided Institutions with continuous Regular/Employment Service will be given weightage of 1 mark each for every completed year (maximum of 5 marks).

Details of Reservation

1. The seats not availed by the SC candidates will go to the ST candidates and vice versa.
2. The seats not availed by the SC/ST candidates will be filled from OEC category.
3. The seats not availed by OBC candidates will be allotted to candidates from general merit list.

Quota for Physically Handicapped

3% of the total seats available are reserved for candidates with physical disabilities. 'Person with disability' means a person suffering from not less than 40% of any disability as certified by a medical authority. Generally, candidates who have a minimum of 40% disability alone will be eligible to apply for this quota.

Quota for Muslim, ETB, OBH & OBX

Candidates claiming Muslim, ETB, OBH & OBX reservation should produce Non-Creamy Layer Certificate obtained within one year from the date of submission of application for this quota. Quota for SC/ ST

For claiming reservation under SC/ST quota, candidates should produce the Community Certificate issued by the Tehsildar in original at the time of counseling. Lakshadweep candidates should produce Nativity Certificate issued by

Lakshadweep administration. The seats not availed under this category will go to Non Creamy Layer OEC candidates.

Quota for BPL Forward Class

BPL candidates who belong to communities, which do not have any communal reservation, are eligible for this quota. Community Certificate from Revenue authorities and BPL certificate from the Local Self Government Institution should be produced at the time of counseling for availing the reservation under this category.

Online application without the submission of printout and Chalan within the stipulated date will not be considered for Entrance Examination under any circumstance.

Rank list and Counseling

Rank list is prepared on the basis of B Ed marks and Entrance marks secured by the candidates in the entrance examination and is published in the University website www.universityofcalicut.info along with [schedule](#) for counseling. Centralized counseling for admission will be held in Calicut University Campus. No memo is sent to individuals for the counseling/admission. Candidates are advised to visit the University website frequently or to go through the University press release in the leading dailies. Allotment of seats on each category is purely based on the rank secured by the candidates. Equity and transparency is thus ensured

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

B Ed Course

LBS Centre for Science and Technology under the Government of Kerala, invites the application for admission to the B.Ed courses in Government / Aided /Private Self Financing Colleges (except to those Centres managed by the Universities directly) in the State for every year. All details regarding ,eligibility criteria, how to apply, application fee, submission of application form , Steps for Entering of Candidate details and remittance of application fee, Steps for Confirmation of Registration and forwarding of Application form. Certificates / Documents to be submitted along with the filled in application are provided in the official web site of LBS. The college also puts up the notification of LBS on the

notice board so that candidates seeking information can get themselves updated. The same is also put up in all leading newspapers.

M Ed course

Since the college is affiliated to the University of Calicut it follows strictly the rules and regulations laid down for the university for admission to M Ed course. The department of education of the University of Calicut publishes the notification for admission in all leading newspapers. The same is also made available in the website of the University. The college also puts the notification on the notice board so that students seeking details of information regarding admission to M Ed course can get themselves updated. All details regarding ,eligibility criteria, how to apply, application fee, submission of application form , details of entrance examination, Certificates / Documents to be submitted along with the filled in application are published in leading newspapers and also provided in the official web site of the University of Calicut.

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

Once the list of candidates eligible for admission to the particular course is published, the college sets up a College Admission Committee headed by the principal to review and conduct the admission process on the date announced by LBS/University.. The committee ensures that vacancies are filled up strictly in accordance with the rank list and reservation of seats (SC/ ST, OBC, OEC PH etc) are in accordance with the Government rules. During admission, the committee closely scrutinizes the mark lists and marks obtained by the candidate and ensure that they are genuine and eligible for admission. Fairness and transparency in the admission process is thus ensured since the college meticulously follows the rules and regulations laid down by the university / government. The list of candidates admitted both on merit/ statutory reservations are also displayed on the college notice board to ensure transparency.

Composition of admission committee

Sl. No.	CATEGORY	STATUS
1	Principal	Chairman
2	Staff Secretary	Member
3	Faculty representatives	Members
4	PTA Secretary	Member
5	Office Superintendent	Member

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

Seats are reserved for Physically Handicapped candidates and belonging to SC, ST, MUSLIM, ETB, LC/SIUC, OBH & BPL (Forward Caste) categories as per the reservation principles of Government of Kerala as adopted by the University. Teacher Candidates of Govt./Aided Institutions with continuous Regular/Employment Service will be given weightage of 1 mark each for every completed year (maximum of 5 marks).

Details of Reservation

1. The seats not availed by the SC candidates will go to the ST candidates and vice versa.
2. The seats not availed by the SC/ST candidates will be filled from OEC category.
3. The seats not availed by OBC candidates will be allotted to candidates from general merit list. Quota for Physically Handicapped.

3% of the total seats available are reserved for candidates with physical disabilities. 'Person with disability' means a person suffering from not less than 40% of any disability as certified by a medical authority. Generally, candidates who have a minimum of 40% disability alone will be eligible to apply for this quota.

Quota for Muslim, ETB, OBH & OBX

Candidates claiming Muslim, ETB, OBH & OBX reservation should produce Non-Creamy Layer Certificate obtained within one year from the date of submission of application for this quota. Quota for SC/ST. For claiming reservation under SC/ST quota, candidates should produce the Community Certificate issued by the Tahasildar in original at the time of counseling. Lakshadweep candidates should produce nativity certificate issued by Lakshadweep administration. The seats not availed under this category will go to Non Creamy Layer OEC candidates.

Quota for B PL Forward Class

BPL candidates who belong to communities, which do not have any communal reservation, are eligible for this quota. Community Certificate from

Revenue authorities and BPL certificate from the Local Self Government Institution should be produced at the time of counseling for availing the reservation under this category.

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

All students along with their parents/guardian have to attend an interview at the principal's chamber on the day of admission. The admission committee comprising of the Principal, senior faculty members, assess the family background and special talents of the students through an informal talk. Profile of the student is also collected from them through a personal data sheet supplied to the students wherein details of family, Personal details, educational background, talents, etc are recorded .An orientation is also given to the students on the first day of the course by the principal and other senior faculty members . Details of the course, rules and regulations of the college as well as its affiliating university, etc are explained to the students. This is followed by an interactive session where the students can raise their doubts on areas which needed more clarification.

2.2. CATERING TO DIVERSE NEEDS

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

The motto of the college is a verse from the Bhagavat Gita “ Uddhared Atmana Tmanam", which means ‘one should lift up the self by the self.’ The vision of the college is ‘To impart Quality Education that Fosters a Better Social order. Since the institution upholds an esteemed value in achieving its vision, varied rich experiences and opportunities in tune with the motto and vision are provided to the students both in the campus and outside the campus to understand the role of diversity and equity in teaching learning process. An Academic Calendar is provided at the beginning of the course to enable the faculty and students to plan and execute all academic and extracurricular activities. A general PTA meeting is held at the beginning of each course and office bearers of PTA are elected. The executive body of the PTA meets on a regular basis and Learning is made student centered by enabling the students to construct knowledge through co operative and collaborative learning. Activities include

- Project Works
- Seminar presentations

- Assignments
- Symposiums
- Discussions
- Workshop Practice
- Improvisation of learning aids
- Micro teaching lessons
- Club activities
- Community living camps
- Study tour
- Buzz sessions
- Computer training
- Criticism /discussion classes etc

Students are also encouraged to take part in seminars, present papers/posters and publish articles in leading journals. Separate hours for library, Club activities, computer training, physical education are set apart in the timetable for enabling students to exploit the resources of the college and to develop their potential to the maximum.

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

The institution strictly follows all government/ University norms regarding admission procedure and examination rules. It has constructed one ramp for the differently abled students to enter the college with ease. The institution values diversity and provide opportunities for students to understand the role of diversity and equity in teaching learning process's conducive classroom and institutional climate that values diversity is provided which creates awareness among the students of different teaching and learning styles arising out of the socio- economic and cultural backgrounds.. The curriculum, field experiences and practice teaching are developed to help students to acquire the knowledge, skills and values related to diversity. The institution gives special consideration at the time of examination to students with diverse needs, strictly following university norms.

- Extra time is given to students with diverse needs with prior written permission from the university
- Scribe is provided to students who are visually challenged
- Proper lighting and seating arrangements are ensured for students with diverse needs.

- Tutorial sessions are provided to bring students with any type of difficulty to the mainstream

The institution makes provision of the following facilities to cater to the diverse learning needs of students.

- Utilization of library resources
- Utilisation of laboratory resources(Natural Science lab, Physical Science lab, Psychology lab, technology lab,Physical education lab Computer lab, technology lab)
- Seminars/Talks on current issues relevant for the students
- Workshop on preparation of learning aids
- SUPW workshop
- Competition in cultural activities, sports, games.
- Pedagogic park as a learning environment
- Department wise, Subject association activities
- Club activities
- Campus cleaning/gardening
- Community living camps
- Educational tour
- Visit to charitable institutions
- Placement through placement cells

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

The curriculum is envisioned to cover the following

- Constitutional provisions of education
- Social structure and nature of the society
- Individual differences
- National and international understanding
- Observing days of national importance
- Field trips
- Study tours
- Community living camps
- Project work
- Workshops

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

The institution ensures that teacher educators cater to the diverse student needs and are well equipped to deal effectively with them. Some pertinent steps adopted by the institution in this regard are

- Teacher educators are directed to keep a comprehensive record of the learner profile with special emphasis to their diverse needs and talents
- Student feedback regarding their views and expectations are collected periodically and suitable steps are taken to rectify /modify them
- A Grievance Cell is constituted every year to attend to the grievances of the students on a regular basis. A Grievance Box also permits the students to open out their grievance freely without any inhibition.
- Teacher Educators are encouraged to attend seminars/workshops/conferences to update their knowledge regarding the advances in the field.

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

The composition of the institution is such that it creates an awareness of diversity and inclusion. Students of different castes, creed and religion study here without any sort of discrimination, fear or anxiety. Some of the practices that the institution adopts to enable student teachers develop knowledge and skills related to diversity and inclusion are:

➤ Gender sensitization

Gender equality has always been the prime concern of the institution. A woman's club exists in the college which carries out different activities that promote gender sensitization and equality. Moreover each department conducts programs that help them to develop such skills and knowledge related to diverse needs of students.

➤ Activities of Woman Cell

- Cookery classes
- Stitching classes
- Personality development classes
- Talks by gynecologists on special issues

- Cancer awareness programs
- Debates
- Quiz programs
- Seminars
- Poster competition
- Essay competition

➤ **Programs of Equal Opportunity Cell of the college**

The UGC decided to set up an equal opportunity Cell to enable colleges to become more responsive to the needs and constraints of the disadvantaged social groups. An Equal Opportunity Cell was thus established in the institution whose prime aim was to oversee the effective implementation of policies and programs for disadvantaged groups. To provide guidance and counseling with respect to academic, financial, social, and other matters and to enhance diversity within the campus. Some of the programs carried out by the Equal Opportunity Cell are

- Seminar on Woman empowerment through Gender Sensitization
 - Workshop on Fabrication of soft toys
 - Training program on Life Skills
 - Seminar on differential Abilities
 - Seminar on Multiple Intelligence
 - Seminar on Creation and Abortion
 - Training in Floriculture
 - Cookery Course
 - Seminar on cancer awareness
 - Personality development Program
 - Seminar on Woman Empowerment
 - Stitching and garment making
- Visits to Old aged homes and institutions for the Differently Abled children
- During Teaching Practice, student teachers are encouraged to interact with Special Education Teachers and School Specialists to deal with students with special needs and to provide academic support to the needy free of cost.

- Student teachers prepare learning materials in the form of charts, still models, and working models and provide them to the lab school, so that it can serve the needs of diverse students.

2.3. TEACHING-LEARNING PROCESS

2.3.1. How does the institution engage students in “active learning”? (Use of learning resources such as library, web site, focus group, individual projects, simulation, peer teaching, role-playing, internships, practicum, etc.)

While engaging classes students are encouraged to prepare lecture notes side by side and to supplement them with supportive references from the library. Separate library hours are kept aside in the time table to serve this purpose. Active learning is ensured through the following

- Group Discussions
- Individual seminars
- Brain storming sessions
- Assignments
- Project Works
- Book reviews
- Demonstration classes
- Criticism classes
- Thirty days practice teaching for B Ed students
- Practicum work in each subject
- Improvisation of learning aids
- Promoting socially useful productive work

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

The teacher educators extensively employ interactive and participatory approach in transaction of theory. Explanations of new concepts and theories are developed with the active involvement of students and not forced upon them. The faculty adopts an ‘eliciting’ stance rather than an ‘informing’ stance. Conscious efforts are made to establish the interconnectedness in theory as well as practice. The college tries to maintain a very conducive and peaceful atmosphere in order to ensure that learning is made student centered. No efforts are spared to make the

students independent learners and to inculcate in them the essence of ‘learning to learn’ .Lectures are delivered in such a manner so as to meet the diverse needs of the students. Explanation in mother tongue is also given to enable the students to grasp the concept clearly. Knowledge is constructed through cooperative and collaborative learning. List of participatory learning activities adopted by the Institution are

- Group discussions
- Seminars
- Individual seminars
- Brain storming sessions
- Assignments
- Project Works
- Book reviews
- Demonstration classes
- Criticism classes
- Thirty days practice teaching for B Ed students
- Practicum work in each subject
- Improvisation of learning aids
- Promoting socially useful productive work
- Development of Models of Teaching
- Buzz sessions
- Tutorials
- Use of ICT enabled courseware
- Internet access
- Association Activities
- Study tours
- Debates
- Paper presentations
- Community Living camps
- Gardening
- News Reading in class assembly
- Lesson manual preparation

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

The institution provides various student friendly instructional strategies and experiences to ensure effective learning. Various Models of teaching are used by each department and teaching manuals based on these are prepared. Some of the Models of Teaching followed and practiced are

- **Advance Organiser Model**
- **Concept Attainment Model**
- **Inquiry training Model**
- **Jurisprudential Model**
- **Constructivist Model**
- **Gagne's Hierarchical Model**
- **Guided Discovery Model**
- **Inductive thinking model**

After the theory of the various models of teaching is imparted, students are advised to develop and practice their own models of teaching as per the requisites of each optional subject.

Innovative Practices followed by the institution include

- **Thought for the day.**
- **Intimate Session**
- **Buzz Session**
- **Tutor ward**
- **News reading**
- **Book review**

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

Yes, the institution provides additional training in Models of Teaching. Demonstration classes are given in Models of teaching. Each student is expected to develop a lesson plan on any three models of teaching and practice them during their teaching practice. Since the revised curriculum does not insist on practicing Models of Teaching only theory classes are given to the students.

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

Yes, each trainee is bound to practice a minimum of three skills and one link practice. They also have to observe the micro teaching classes of their peers. The skills usually practiced are

- Skill of Set Induction
- Skill of Explaining
- Skill of Questioning
- Skill of using the Blackboard
- Skill of Stimulus Variation
- Skill of Reinforcement
- Skill of Closure
- Skill of using Teaching Aids

Micro teaching (25 Marks)

OBJECTIVES	ACTIVITY AND OUTPUTS
i. To develop specific teaching skills ii. To build up confidence in teaching iii. To practice and refine teaching skills iv. To provide feedback for modification of teaching behaviour	i. Student teachers shall practice and refine at least 3 teaching skills through micro teaching and their integration to link practice ii. They have to prepare micro lessons and receive feedback from peers and teacher educators iii. Keep a record of micro lessons on the skills practiced and improved upon.

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

Prior to teaching practice student teachers are expected to prepare 5 Discussion lesson plans in Constructivist Format (VIII, IX and X) in groups and record them. One video lesson, four Demonstration lessons and ten criticism lessons have to be completed and recorded. Details are given below

Lesson given by a student teacher per day	: 02
Lessons observed by Teacher Educator	: Minimum of 3 lessons of each student
Lesson of Peers/School teachers observed	: 04
Lessons observed by School Teachers	: All lesson plans (maximum lessons)

The teacher Educator of each subject and the supervising teacher scrutinize the lesson plan of the teacher trainee and monitors the teaching activity. The suitability of the learning activities and learning aids, strategies employed, and their effectiveness are ascertained so as to tap the resources to the maximum and ensure a student friendly approach in transaction. On Saturdays the students invariably meet the concerned teacher educator to discuss issues, share their experiences and clear doubts if any. The supervising teacher also fills up the observation schedule handed over to them. On the basis of the lessons observed by the teacher educator and the observation schedule received from the school teacher, the whole performance of practice teaching is evaluated. The objectives, activity/outputs and marks allotted for discussion lessons, demonstration lessons, criticism lessons and practice teaching are given in detail below.

Discussion lessons- five lessons (20 Marks)

OBJECTIVES	ACTIVITY/OUTPUTS
i) To understand the concept and importance of Lesson planning in classroom teaching ii) To strengthen the conceptions of lesson planning iii) To provide guidelines during teaching practice iv) To maintain the sequence of content presentation v) To provide a forum to discuss various facts of lesson planning vi) To develop attitude towards teaching vii) To prepare lesson plans on the basis of various approaches/methods of teaching viii) To discuss lesson plans with peers and teacher educators ix) To improve the competency of lesson planning	i) Student teachers shall prepare 5 discussion lesson plans in constructivist format (VIII, IX & X) in groups and keep a record of them.

Demonstration lessons- one video lesson, 4 demonstration lessons (10 Marks)

OBJECTIVES	ACTIVITY/OUTPUTS
i) To observe teaching skills, and the participation of students in the lessons ii) To observe teacher/teaching behavior in various teaching learning situations	i) 1 Video lesson ii) 4 demonstration lessons in constructivist format by teacher educators and school mentors iii) Observe demonstration classes with observation schedules iv) Keep a report of the observations made during demonstration classes

Criticism lessons- ten lessons (40 Marks)

OBJECTIVES	ACTIVITY/OUTPUTS
i) To provide opportunity for a macro lesson in practice ii) To develop the skill of structured observation of classroom teaching iii) To get experience of preparing lesson plans for classroom teaching iv) To provide opportunity for debating on teaching performance v) To pool feedback of all observers of a specific lesson	i) Criticism classes should be arranged optional wise ii) All student teachers shall have dual role in this activity iii) They have to conduct a macro lesson for duration of 40 minutes in standard VIIIth or IX th (XI for Commerce and Computer Science) and also observed the classes of their peers iv) A student teacher should observe and record criticisms of at least ten lessons(10) of his/her peers in the subject. For this purpose criticism class schedule and topics for them shall be published well in advanced. v) Each student teacher shall prepare ten (10) lesson plans of the schedule and attend those criticism classes. vi) Observers will be permitted for criticism sessions only with self prepared lesson plans. vii) If the number of students in any optional falls below eleven (11) repeat lessons should be conducted so as to enable them observe and record criticism of ten lessons.

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

All trainees are to undergo a period of thirty days of practice teaching in the schools allotted to them. Trainees are instructed to abide with all the rules and regulations of the institution and also to maintain the dignity and professional ethics expected of a teacher. Since students become part and parcel of the school, they are actively involved in a variety of school-based activities directed at the improvement of teaching and learning, and the students' learning is integrated into the school program and teaching practice. The various steps involved in the process of Block Teaching are detailed below.

- Listing the schools for practice teaching
- Ensuring consent of school authorities
- Ensuring availability of subject and class
- Discussion with concerned teacher regarding topics to be dealt with
- Collection of time table
- Preparation of lesson plan and getting approval of teacher educator/school teacher
- Commencement of teaching practice
- Active involvement of teacher trainee in all school activities
- Observation of lessons by teacher educator/school teacher
- Refining the teaching process on the basis of feedback obtained
- SWOT Analysis with peers/ teacher educator on weekends

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

Yes. The practice teaching sessions/plans are developed in partnership, cooperatively involving the school staff and mentor teachers. The sessions are scheduled and fixed with prior consent from the concerned school authorities. Letters intimating the proposed dates of practice teaching, number of students to be sent for each optional subject, are sent well in advance to the concerned school authorities. Care is taken to see that maximum students opt their teaching practice in the Model HSS which is the lab school of the institution. Once permission is got from the school authorities, the students approach the teacher in charge and collect the time table. The lesson plans are got approved by the teacher in charge, prior to engaging the class.

Teaching Practice Schools and Districts (2013-2014)

School	District
Govt.Model HSS for boys	Kozhikode
Govt.Ganapath HSS	Kozhikode
Govt.HSS, Medical College Campus	Kozhikode
Govt.HS, Azchavattam	Kozhikode
Govt.Vocational HSS, Cheruvannur	Kozhikode
Ramakrishana Mission HSS	Kozhikode
GHSS, Narikkunni	Kozhikode
JDT Islam HS, Marikkunnu	Kozhikode
Govt.Ganapath Model Girls HSS, Chalappuram	Kozhikode
Providence Girls' HSS	Kozhikode
Calicut Girls' HSS	Kozhikode
Govt.HS, Niramarruthur	Thirur
GHS, Areacode	Malappuram
Zamorins's HSS, Tali	Kozhikode
St.Joseph's Anglo Indian Girls HSS	Kozhikode
St.Michael's Girls HSS	Kozhikode
Govt.HSS, Karaparamba	Kozhikode
Govt.HSS, Parambil	Kozhikode
Govt.VHSS for Girls' Nadakkavu	Kozhikode
MM VHSS	Kozhikode
Govt.Achuthan Girls' HSS	Kozhikode

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

Teacher Education can thrive only in a liberalized globalised canvas encompassed by the beautiful concepts of 'learning society' 'learning to learn', 'lifelong learning' 'experiential learning' and 'inclusive education'. As such the curriculum is designed to mould reflective teachers with positive perspective, attitudes and values. Curricular objectives are framed keeping in mind the diverse needs of the students. Three core courses and two optional courses are offered in each Semester.

Semester I**Core courses**

- Perspectives on education
- Psychology of the Learner
- Technology and Informatics in Education

Optional courses

- Methodology of Teaching
- Pedagogical Practices

Semester II**Core courses**

- Perspectives on education
- Psychology of the Learner
- Technology and Informatics in Education

Optional courses

- Methodology of Teaching
- Pedagogical Practices

The core courses are designed and transacted so as to enable students to understand the developmental processes and needs of children and adolescents, to understand the various theories of personality problems and needs of exceptional children, familiarize themselves with the psychological principles underlying psychological testing, guidance and counseling, develop skill in dealing with the problems of maladjustment, indiscipline, learning disability, to analyse the issues faced by Indian education like Inclusive Education, Child rights education and above all to become a professional and humane teacher Since Practice Teaching is scheduled after 50 working days of the second semester, student teachers are able to complete 80% of the theory courses before school internship.

OBJECTIVES	ACTIVITY/OUTPUT
<p>i) To learn to set realistic goals in terms of learning, curricular content and pedagogic practice</p> <p>ii) To choose, design, organise and conduct meaningful classroom activities.</p> <p>iii) To participate in school activities</p> <p>iv) To develop and maintain teaching learning resources.</p> <p>v) To analyse and reflect on teaching</p> <p>vi) To observe and reflect on classroom practices.</p> <p>vii) To maintain reflective journals</p> <p>viii) To develop positive attitude towards teaching as a profession</p>	<ul style="list-style-type: none"> • Student teachers should undergo school internship at secondary schools (Senior Secondary schools for Commerce and computer Science)following Kerala State Syllabus • The duration of the Internship Programme is (30) thirty working days for the development of teaching competence. • They will plan and deliver at least (30) lessons under the supervision of teacher educators and/or school mentors. • They should develop appropriate teaching and learning materials (aids) to present the lessons effectively. • It is desirable they shall develop at least two lessons(i.e.; IT enabled) using ICT. • During practice teaching student teachers should get feedback from their mentors and teacher educators to improve teaching competency. • It is desirable that the trainees shall observe some lessons of their peers or school mentors at the internship schools. During school internship the student teachers should support the school authorities in organizing curricular, co-curricular and extracurricular activities. • Internship needs to be worked as a partnership model with the school. • Student teachers are expected to keep a ‘Reflective Journal’ that would help him revisit his experiences in the classroom over the period of internship (at least one lesson every week). • Reflective journal would include a brief description of how the class is conducted, how learners responded, reflective statements about his preparedness for the class responses to learners questions capacity to include learners sharing of their experiences responses towards their errors, difficulties in comprehending new ideas and concepts, issues of discipline, organizations and management of crue, individual and group activities etc. <p>OUTPUT</p> <ol style="list-style-type: none"> 1. 30 lesson plans 2. Teaching learning materials prepared and used 3. Reflective Journal

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

Initiatives are taken by the institution to use/adopt technology in practice teaching. The following steps are taken in this regard

- Providing theoretical foundations and practical exposure in ICT
- Giving ICT integrated Demonstration classes
- Using Power point presentations wherever possible

2.4. TEACHER QUALITY

2.4.1. Are the practice teaching plans developed in partnership, co-operatively? Involving the school staff and mentor teachers? If yes, give details.

The practice teaching plans are developed involving the school staff taking into consideration the special requirements of the school pupils. The staff council representatives of the college meet the school staff secretary in advance to arrange the practice teaching period. Details are given in 2.3.8.

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

- No fixed ratio of student teachers is kept in allotting them to the identified practice teaching schools
- One month prior to teaching practice, teacher trainees communicate with their option teachers the aided or government schools within their travel comfort
- Final list of the schools (nearly twenty neighboring Government or Aided schools) are put up on the college notice board (Table 2.4.1.)
- Students are given freedom to choose from this list and are communicated to their respective option teachers
- Usually, from each subject, a minimum of 2 student teachers goes to a school. The final decision is taken based on the following criteria.
 - a) Availability of optional subject periods in the school
 - b) Availability of English/Malayalam medium divisions according to the medium of instruction followed by the student teacher
 - c) Proximity to student's residence
 - d) Request from schools for specific subject teachers
 - e) Priority is given to Government/Rural schools

f) Commerce optional students are sent to higher secondary schools since Commerce is not a subject till 10th standard

- The staff council representatives of the College meet the school staff secretary and make necessary arrangements for the practice teaching period
- Teacher trainees are directed to approach the respective school authorities and subject teachers of the schools to procure the portions to be handled by them, the time table of the school along with the particular code of conduct expected of them within the school.

2.4.3. Describe the Mechanism of giving feed back to the students and how it is used for performance improvement.

As the student teachers are in a process of their gradual development into teachers, a continuous feedback regarding their performances in the school is inevitable. Various modes of feedback are encouraged.

- Regular feed back by the subject teachers of the school are procured using a performance appraisal sheet (Table 2.4.3.)
- Peer student teachers provide their feedback to the trainees on a regular basis- at least 3 per week
- Written feedback from teacher educators (minimum 6 – 3 by subject teachers and 3 by general teachers) are provided on their visits to schools without any prior notice to the teacher trainee
- Regular student feedback is procured through informal write ups
- Daily written reflections of the teacher trainee is a vital component of the practice teaching which permits student teacher's self analysis 'on action' and 'for action' of their performances

Apart from these modes, the student teachers assemble in the college on every week ends and share their experiences with the teacher educator. Draw backs identified by the teacher educator during observation of practice teaching lessons and those identified by the school supervising teacher are communicated to the trainees. The student teachers are encouraged to identify the root cause of teacher anomalies, if any and are directed towards apt means to overcome these drawbacks by aid of a discussion with the teacher educator and peers. Student teachers are provided ample freedom to keep in touch with their optional teacher educators in case of emergencies.

Table 2.4.3.

Performance Appraisal Sheet

Name of Student:			Optional Subject:																
Name of School:			Standard:																
No.	Criteria	Marks	Lesson Number															Final Marks	
I	Preparation		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15		
	a. Lesson Plan	20																	
	b. Subject Matter	15																	
II	Expression																		
	a. Stimulus Variation	5																	
	b. Communication	5																	
III	Teaching																		
	a. Question & Answer	10																	
	b. Reinforcement	5																	
	c. Class Management	10																	
	d. Use of Aids	5																	
	e. Use of black board	5																	
	f. Methods	10																	
IV	Learning Outcomes	10																	
	Total(marks out of 100)																		
Name and signature of the Supervising Teacher																		Head of the Institution	

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

In addition to the theoretical knowhow regarding various policies and management requirements in school practices from general papers, student teachers are encouraged to gather pertinent and novel information regarding policy matters related to academic, administrative and developmental aspects of education from varied sources. Debates, buzz sessions, seminars, role playing etc are planned around these. Active student participation is ensured in such activities. Talks on Government policies on education by resource persons are provided.

Moreover, student teachers are encouraged to gain first hand information about the policy matters and educational needs of the school by means of

- School acquaintance programme
- Interaction with the head of the institution
- Review of school history, school records, school culture and school facilities (with more weightage to the special needs of the student population), prior to practice teaching
- Interaction with teachers and students of the school

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

- The two core papers of B.Ed curriculum EDU 120 and EDU 140 directly transact the recent development in the school subjects
- Text books and hand books prescribed for secondary classes clarify their doubts regarding pedagogic practices
- Discussion lessons are developed based on the suggestions provided in hand book
- Subject experts from the school teachers are invited to provide demonstration classes with an objective of familiarizing student teachers with various teaching methodologies
- Students are encouraged to analyze the current curriculum in order to equip themselves with necessary skills and competencies
- Curriculum experts are invited to interact with student teachers to discuss about updates in the curriculum
- Journal, periodicals and books on subject teaching are made available to the students in the library.
- Student teachers are familiarized with the web sites of SCERT and NCERT.
- Faculty members are provided opportunities to update their knowledge based in the recent developments in the subject and school curriculum and teaching methodologies via seminars and workshops
- Faculty members are encouraged to contribute their expertise in school curriculum at secondary level
- Orientation programmes and workshops organized by SCERT, NCERT and universities are diligently attended by the regular /permanent teaching staff
- Faculty are provided with opportunities to conduct subject related research on individual basis and to publish their works in renowned magazines and journals

2.4.6. What are the major initiatives of the institution for ensuring personal and professional/career development of the teaching staff of the institution?

(Training, organizing and sponsoring, professional development activities, promotional policies, etc)

In order to ensure the personal and professional development of the teaching staff, the institution organized a number of programmes under the initiative of various subject associations, In-service Courses, Seminars/Lecturers, Activities of Guidance and Counseling Unit, Development and Training programmes, Camps and Empowerment programmes. A brief summary of all such initiatives taken in the past five years are provided below.

Programme	Association	Year
Phonetic Class	English	2010
Lecture on Big Bang Theory	Physical Science	2010
Lecture on life an discovery of Galileo	Physical Science	2010
Large Hadrons Collider experiment	Physical Science	2010
Bio-Florescence	Physical Science	2010
Quiz	Physical Science	2010
Light	Physical Science	2010
Science Drama	Physical Science	2010
Stories behind great discoveries	Physical Science	2010
Book – Review	Social Science Dept.	2010
Abacus Class	Mathematics Department	2010
Making Mathematics easy	Mathematics Department	2010
New Trends in Mathematics	Mathematics Department	2010

In-service Courses	Date
Arabic	27-01-2010 – 05-02-2010
English	02-02-2010 – 11-02-2010
Guidance	02-02-2010 – 11-02-2010
Hindi	20-02-2010 – 11-02-2010
Malayalam	27-01-2010 – 06-02-2010
Mathematics	27-01-2010 – 05-02-2010
Natural Science	27-01-2010 – 05-02-2010
Physical Education	27-01-2010 – 05-02-2010
Physical Science	02-02-2010 – 11-02-2010
Sanskrit	27-01-2010 – 05-02-2010
Social Science	27-01-2010 - 05-02-2010
Urdu I	02-03-2010 – 11-03-2010
Urdu II	02-02-2010 – 11-02-2010

Seminars/Lecturers	Date
Significance of National Education Day	11-11-2009
Road Safety Seminar	14-11-2009
Right to Information Act	18-01-2010
Contemporary Issues in Higher Education	18-01-2010
Role of Community in Palliative Care	19-01-2010
Easy way of learning Mathematics	08-01-2010
ABACUS	06-09-2010
National seminar on “Innovative Practices in Educational Research”	03 -12-2010
National Seminar on “Educating Teacher Educators for Diversity”	15-09-2011 to 16-09-2011
Value Education in School Issues and Challenges	04-11-2011
Marginalization of Women	14-11-2011
Effects of Mass Media on Children	22-11-2011
Child Rights	30-11-2011

Cancer awareness and detection	22-02-2012
Research Methodology(National Seminar)	06-03-2012 to 08-03-2012
Students Mental Health issues	11-06-2012
Human Rights Education	13-01-2012
Continuous and Comprehensive Evaluation	19-01-2012
Right to Education Act 2010	26-01-2012
Pain and Palliative Care in Kerala	10-02-2012
Right to Information Act 2005	22-02-2012
How to handle the Adolescents	15-02-2012
Pain and Palliative Care	05-03-2012
Road Safety and Traffic Rules	10-09-2012
Child Labor	03-01-2013
Peace Education	17-01-2013
Value Education	22-01-2013
Women Education	25-01-2013
Globalization	29-01-2013
Human Rights Education	07-02-2013
Children with special needs and Inclusive Education	14-02-2013
National Seminar on ‘ Changing Horizons in Research Methodology’	05-03-2013
Power of Empowered Women	25-10-2013
Awareness on Cervical Cancer(Dr.Latha Narayanankutty,IAS)	16-01-2014
International Seminar on ‘Kaizen in Academics’	11-02-2014
Janamaithri class	13-02-2014
Pain and Palliative Care (Dr.Sudha)	21-02-2014
National Seminar on ‘Changing Contours of Higher Education’	07-03-2014

- **Computer and Internet Access and Training to Teachers, Non-teaching staff and students**

The staff and students have free access to computer and internet facilities in the college. At present internet facilities are made available in the office, library and staff cabins. Computer training in Power point presentation, Micro soft Word, is given to students. Students are free to use the computer lab and study them with the help of other staff and students.

- **Activities of Guidance and Counseling Unit**

- A seminar on value education was conducted on behalf of the Guidance cell of the college on 08-12-2010. The resource person was Dr. Suresh Kumar (Clinical Psychologist) Eternal values like love, truth, right conduct, non violence, peace etc. are highlighted throughout the seminar with touching personal experiences of the resource person.
- A Seminar on women empowerment through gender sensitization was conducted on 14-12-2010 in collaboration with the equal opportunity cell of the college. The resource person was Dr.P.A.Lalitha, IMA Women's wing state chairperson. The objectives of the Seminar were the following.
 - 1) To sensitize the students on the various forms of discrimination against women.
 - 2) To sensitize students on the growing need to fight against all source of discrimination against women.
 - 3) To identify the two categories of crime against women.
- A training programme in life skills/soft skills was conducted with Sri.C.Praveen, Assistant Professor, Govt. College of Teacher Education, Trivandrum as resource person, in collaboration with the equal opportunity cell of the college on 28-01-2011. Objectives of the programme were
 - 1) List the strategies for problem solving
 - 2) Understand the relation between decision making and life skills
 - 3) Understand the steps in decision making
 - 4) Understand the importance of social skills

- A Seminar on differential abilities was conducted on 27-10-2011 in collaboration with the equal opportunity cell of the college. The resource person was Dr.Rameshan.

The objectives of the seminar were

- 1) To identify students with disabilities in the classroom
- 2) To learn to accept the children with disabilities
- 3) To develop positive attitude among normal and disabled students
- 4) To acquire competencies which are essential in meeting the needs of children with disabilities.

Empowerment Programmes

I. Personality Empowerment Programmes	Date
1) Facing an interview Board	13-06-2012
2) Teacher Competency	14-06-2012
3) Training in Soft Skills	15-06-2012
4) Developing Communication Skills	18 th , 19 th June 2012
II. Women Empowerment	26-09-2012
III. Training Programmes	
Group dynamics	15-02-2012
One day first response provider course (Accident medical aid)	24-03-2012
Stitching & Garment making	04-06-2012 to 22-08-2012
Short term course on Cookery	03-09-2012 to 14-09-2012
Documentary film on 'Meals Ready'	01-10-2012

Besides, the institution renders all supports to teaching staff for personal and professional development.

- Professional development activities
- Participation in orientation/refresher courses, seminars, workshops, and consultation meetings/conferences.
 - Paper presentations in seminars and active participation in discussions
 - Pursuing higher studies

- Conducting Research works
 - Undertaking major/minor research projects
 - Publish research papers
 - Serve as resource person for other institutions
 - Organize seminars/talks for students
 - Assume various responsibilities in staff council
 - Undertake examination charges like chief or chairman of Board of Examination
 - Collaboration with other institutions
 - Adopt innovative practices
- Personal Developmental Activities
- Promoting cordial and compassionate relationship among teachers through staff club activities
 - Visit and support families of teaching faculty during important family occasions
 - Encouraging and attending various social/cultural programmes

The Institution conducts training programmes as directed by IQAC.

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

Faculties are appreciated for their excellent performance and they are awarded on important days celebrated by the institution. All the accomplishments of good performances are duly recognized by

- Providing media coverage to the function
- Reporting achievements to the media
- Arranging felicitation meetings
- Appreciating faculty members in staff council
- Honoring faculty by Alumni and PTA
- Including meritorious accomplishments in the college annual report

Photo and details of achievements are published in college magazines.

The following faculties were appreciated for their special accomplishments/special positions held by them.

Award of Doctoral Degree

- Dr.Abdul Rasheed Poozhithara. Awarded Ph.D in Arabic from University of Calicut in February 2010.

Topic – Contributions of the Makhadeen of Ponnani to Arabic Literature, Department of Arabic – University of Calicut.

Research Guide

- Dr. R. Krishnakumari (University of Calicut as per order No.DOR/B2/2565/2011-RRG dated Calicut University 19/02/2013)
- Dr.Abdul Kader Parambat ()

Member of PG Board of Studies

- Dr.B.H.Helen Joy (Ex-Principal)
- Dr.R.Krishnakumari
- Dr.Abdul Kader Parambat
- Smt.M.Usha
- Dr.K.Ramakrishnan
- Dr.K.Indira
- Dr.R.Suresh Kumar
- Dr.E.N.Unnikrishnan
- Smt.M.B.Syamala Devi

Member of UG Board of Studies

- Dr.Abdul Kader Parambat
- Dr. K. Indira
- Dr.Abdul Rasheed Poozhithara

Chairman of Practical Examinations

- Dr.Abdul Kader Parambat
- Smt.Usha.M.
- Dr.K.Indira
- Dr.K.Ramakrishnan
- Sri.V. K. Santhosh Kumar

Major/Minor research projects undertaken (in past five years)

- Sri.K.P.Hussain , Associate Professor in Physical Education
A Minor Research Project entitled “Isolated and combined effect of walking and yogasans on health related physical fitness and bio chemical variables among teacher trainees” (UGC sponsored).
- Dr.K.Indira, Assistant Professor in Education
A Minor Research Project entitled “Development and Validation of a Life Skills training programme for Autistic children” (UGC sponsored).

Editor of Journals

- Sri.K.P.Hussain, *Voice of Sports*, Bi Annual Journal in Physical Education and Sports Sciences
- Dr.K.Indira, *Journal of Studies in Teacher Education*, Government College of Teacher Education, Kozhikode
- Dr.Abdul Kader Parambath, *Journal of Studies in Teacher Education*, Government College of Teacher Education, Kozhikode
- Smt.Hicky Devadas, *Journal of Studies in Teacher Education*, Government College of Teacher Education, Kozhikode

2.5. EVALUATION PROCESS AND REFORMS**2.5.1. How are the barriers to student learning identified, communicated and addressed?****➤ Identification of student barriers to learning**

The environmental, infrastructural and instructional barriers to student learning is primarily identified by comparing with the

- (1) NCTE norms for B.Ed colleges
- (2) Requirements of the curriculum prescribed by the affiliating university and
- (3) By regarding the needs of the students

To be particular,

- Student responses in the class rooms are observed and analyzed
- Feed back on personal difficulties experienced by the students are collected
- Periodical test papers are conducted for assessing academic performance
- Special tutorial sessions are provided to identify the learning pitfalls, if any
- Student teachers are promoted to interact with each other and to provide personal support
- Grievance Cell/Grievance Box permits presenting their grievances by preserving their anonymity

➤ **Communication of identified learning barriers**

Basic student barriers to learning are communicated meaningfully through

- Personal interactions with students
- Individual feed back to student teachers
- Opportunity to present one selves through ‘thought for the day’ session in option classes and promoting peers to discuss actively on crucial/controversial topics
- Parents are contacted in person and they are informed of their ward’s situation
- Students are encouraged to tackle common problems in tutorial sessions
- Grave problems are reported in the staff council

➤ **Addressing barriers of student learning**

Student learning barriers are identified, communicated and addressed properly by IQAC. The following modes are preferred

- Discussion of general problems related to student learning in staff council
- Critically evaluating the issues presented before the grievance cell
- Assigning fixed duties to each individual of the class to be actively engaged in the activities of the college and learning.
- Providing individual counseling and support whenever necessary
- Conducting remedial sessions for students with special needs

- Remedial tests for poor achievers in tests
- Directed study/group learning adopted in class rooms to utilize special talents in classroom for the betterment of the low achievers
- Monitoring student progress by continuous interaction with students

The following infrastructural and instructional barriers to student learning were identified and overcome by exploiting various sources viz.

Sl.No	Item	Year	Financed by
1	Journals (5) subscribed to library	2010	PTA, UGC
2	Jefferson chairs (25), wooden property counter (25) wooden furniture	2010	
3	Gadgets to office	2010	
4	Gadgets to library, audio visual laboratory	2010	
5	Free computer and internet access to teachers and students	2010	
6	Training in power point presentation, MS word to students	2010	
7	Extension lectures	2010	PTA
8	Website updating	2010	PTA
9	Financial support to B Zone/Inter Zone competitions	2010	PTA
10	National seminar on innovative practices in educational research	2010	PTA
11	UGC sponsored National Seminar on 15 th , 16 th September 2011	2010-11	UGC fund on behalf of EOC
12	Workshop on fabrication of soft toys	2010 - 11	EOC
13	Training programmes on life skills, floriculture, cookery course	2010-11	EOC
14	In-service courses for high school and higher secondary school teachers (6 theme specific, 12 content oriented)	2010-11	CSS fund
15	Seminars on issue based curriculum, right to free and compulsory education, inclusive education, frames of education, value education, child labour and women empowerment	2010-11	Available resources of the department

16	Empowerment programmes on Social exclusion, Aspiration of marginalized community, problems relating to discrimination and gender sensitization	2010-11	EOC and Guidance Cell
17	Active participation of students in 'mass action for plastic waste free Calicut'	2010-11	PTA
18	Bought more Braille books to library	2010-11	UGC
19	Technology up gradation (DLP projectors, Printer and Acer PC in library)	2010-11	UGC
20	New Journals and books subscribed to Library	2010-11	PTA/UGC Plan Fund
21	Seminar on creation and abortion	2010-11	EOC
22	NAS server, scanner UPS, Antivirus software, digital library software and D-space in library	2011-12	Plan Fund
23	Seminar on students mental health	2011-12	PTA
24	Cancer awareness and detection seminar	2011-12	EOC
25	3 day National seminar in Research Methodology	2011-12	State Plan Fund
26	Dental Care Camp for students of Model Boys High School	2011-12	EOC
27	Seminar (1), Empowerment programmes (5) and Training programmes (3)	2011-12	PTA/UGC/Plan Fund
28	New Journals/books/Inflibnet subscription in library	2011-12	PTA/UGC Plan Fund
29	General seminars (9) by M.Ed department	2011-12	Available departmental facilities
30	Furniture repaired	2011-12	CDC fund
31	Laid interlock tile between Office courtyard and library courtyard	2011-12	Plan Fund
32	Desktops, office automation facility	2011-12	UGC Fund
33	Refrigerator, gas stove and induction cooker to Physical Science Lab	2011-12	UGC Fund
34	Vacuum cleaner and sewing machines	2011-12	UGC Fund
35	Equipments to Psychological lab	2011-12	Plan Fund
36	National Seminar on 'Changing Horizons in Research Methodology'	2012-13	Plan Fund

37	Yoga classes and Aerobic classes	2012-13	Assistance to DPI and DC sports
38	Guidance Cell programmes	2012-13	PTA
39	Library equipped with more Braille books	2012-13	UGC
40	Incinerators (2)	2012-13	SBI, Kozhikode
41	More desktop PC, Dot matrix Printer, Antivirus Software, Public Address system, Lawn maver and water filter	2012-13	CDC Fund, Plan Fund

2.5.2. Provide details of various assessment /evaluation process (Internal assessment, midterm assessment, term end evaluations, external evaluation) used for students learning assessment.

B.Ed Course

The course has five theory papers per semester with following internal assessment.

Theory

a. Internal Assessment

Each theory paper (50 marks) is assigned an internal of 10 marks based on the following:-

- Attendance
- Participation in class room activities
- Internal tests
- Performance in seminars and assignments
- Process assigned per module of the paper

Completion of practicum of each theory paper is an essential requirement for appearing the concerned theory examination. However, there is no minimum mark for the practicum. In addition to this, the progress of the student learning is monitored by conducting mid semester examination for theory and a model examination towards the end of each semester for all the papers.

b. External Evaluation

External evaluation is made by the Calicut University. Calicut University board of examinations and University conducts semester end examinations for theory papers. Each theory paper comprises of 8 very short question of 1 mark

each (Part A), 8 short questions of 2 mark each (Part B) 6 long questions of 4 marks each (Part C) and two essay questions of 10 marks each (Part D). Examinee need to answer all items from part A and Part B. She/he shall choose any 4 questions from Part C and 1 from Part D. Minimum marks for a pass in theory examination are fifty marks per paper.

Semester I	:	6 x 50 = 300 Marks
Semester II	:	6 x 50 = 300 Marks
Total	:	300+300=600 Marks

Practicals

a. Internal Assessment

Internal Assessment for practicum is evaluated based on

- Practice teaching performance and records
- Innovative works like perfect models construction
- Conducting study tour and performance in the tour
- Taking up responsibilities in community living camp and performance

Components of practical work with respective marks allotted to each is as following

(A) College based practicals

(1) Micro Teaching : 25 marks

20 marks for practice (3 skill practice + 1 link practice) 5 marks for lesson plans. A minimum of two peer feedback is also recorded.

(2) Discussion Lessons: 20 marks

Eight lessons in constructivist format based on classes VIII, IX & X are to be discussed in groups and is recorded.

(3) Demonstration Lessons: 10 marks

Four demonstration lessons in constructivist format by teacher educators and school mentors and 1 video lesson is observed with observation schedule. A report of observations made is recorded.

(4) Criticism Lessons : 40 Marks

Each student teacher is to prepare a macro lesson for a duration of 40 minutes in classes VIII or IX (XI for Commerce and Computer Science) which is to be practiced. Also, they are to prepare 10 lesson plans of the schedule and attend the same. Student teachers have a dual role in this activity - in addition to taking a criticism class he/she has to observe and record criticisms of at least 10 lessons of his/her peers in the subject with self prepared lesson plans. A minimum of 10 criticism lessons and their criticisms are to be recorded.

(5) Preparation of teaching aids: 20 Marks

Preparing 2 handmade teaching aids/learning aids from locally available resources in a workshop (10 marks).

Preparing 5 charts/other graphic aids in a workshop (10 marks)

(B) Community Based Practicals**(6) Field Trip/Study Tour : 15 Marks**

Students shall conduct a field trip/study tour related to their optional subjects and a report of the same is kept.

(7) Field work with community based programme and SUPW: 25 marks

Each trainee shall select one activity as field work and three activities as SUPW. A report of the work performed is maintained including the objectives and methodology in brief.

(8) Three days community living camp : 10 marks

A brief report of three days proceedings with the objectives is maintained.

(C) School Based Practicals**(9) School Internship : 200 marks**

External Evaluation (100 marks)

Internal Evaluation (100 marks)

At least 30 lessons (2 using ICT) in two different standards in secondary schools (senior secondary school for Commerce and Computer Science) following Kerala State Syllabus is delivered during a 30 day internship programme for the development of teaching competency. The lessons are recorded (80 marks)

A ‘Reflective Journal’ helpful of re visiting his/her experiences in the classroom over the internship period is to be kept by the trainee (10 marks)

Teaching – Learning materials prepared and used over this period is evaluated (10 marks)

10) Preparation of Achievement Tests (20 marks)

Two Achievement Tests (In tune with the evaluation pattern prevalent in schools) with design, blue print, question paper, scoring key/marking scheme and question wise analysis pertaining to the portions handled by the trainee is to be prepared and recorded.

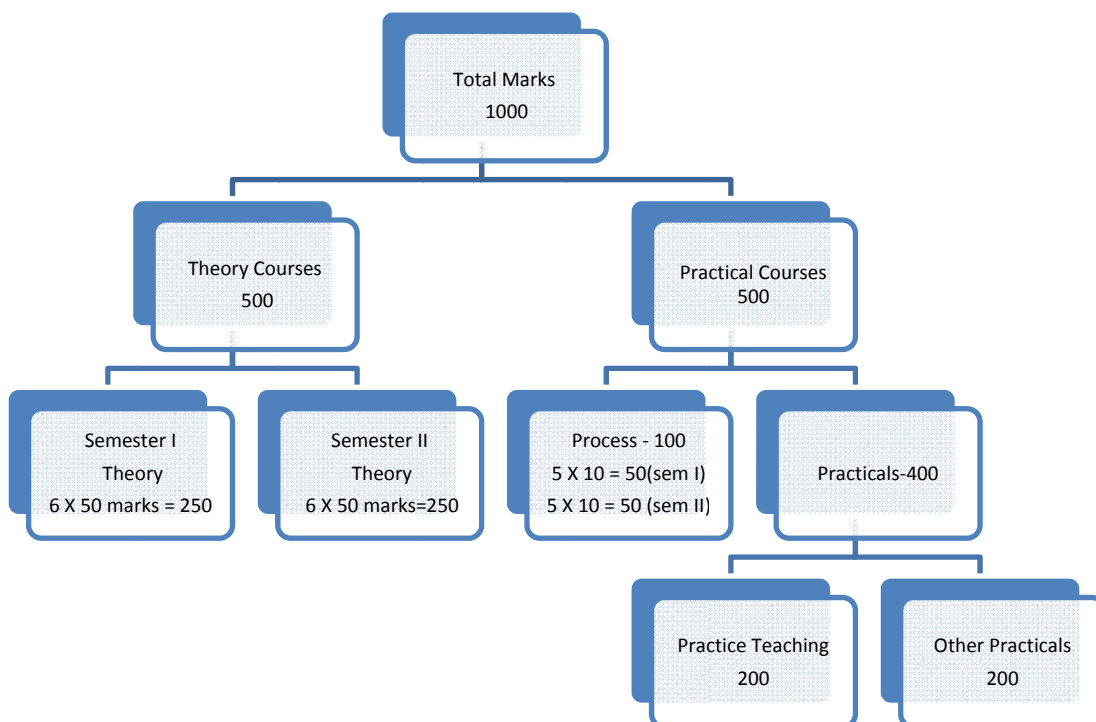
11) Physical Education (15 marks)

Student teacher is to conduct two physical education classes and one health education class with prepared lesson plans. College Physical Education Instructor visits the trainees and evaluates their performance.

b. External Assessment

Internal assessment of all these eleven practical items is monitored by the board of practical examinations constituted by the university. Each candidate is to take a lesson in constructivist format in front of the external examiner and is to attend a viva voce examination conducted by the external examiner based on which the trainee will be assessed. A minimum mark for a pass in practical is 50 %.

Mark Distribution



Classification

The aggregate marks obtained in theory papers and practical in both semesters taken together is considered for determining the class. Successful candidates who obtain not less than 60 % of the aggregate marks shall be placed in the First class.

No candidate without the successful completion of practice teaching cum internship is allowed to attend theory and practical examination. There is no provision for re appearance of practical examination.

M.Ed Course

Theory

(A) External Assessment of Theory Courses

There shall be End Semester University Examinations in each semester. The ratio of internal to external examination of theory courses is 20:80.

(a) Pattern of University Examination question paper shall be as follows:

Type of Question	Total No. of Questions	No. of question to be answered	Marks for each question	Marks
Essay/Long Answer Type	6	4	10	40
Short Essay/Problem Solving/Application Type	12	10	4	40
Total	18	14		80

(b) Duration of written examination : 3 hrs

(c) End Semester theory course evaluation : Maximum 80 marks

There shall be double valuation for theory courses. The average of the marks awarded by both examiners shall be taken as the final award for that particular course. In case of 10% or more deviation in the marks awarded by two examiners, the script shall be referred to a third examiner and the average of the nearest two marks shall be considered for the final award of marks. There shall be no revaluation.

(B) Internal Assessment of Theory Courses

Internal assessment shall be for 20 marks in each theory course and shall be assessed through 2 Internal tests of 5 marks each ($2 \times 5 = 10$ marks) and 2 assignments as detailed in respective courses of 5 marks each ($2 \times 5 = 10$ marks). There shall be no separate minimum for internal assessment of theory courses. To make internal assessment objective and transparent, the student should be made aware of the criteria/indicators of assessment well in advance. The internal marks shall be published periodically. Students may seek redress of grievances of internal evaluation at the teacher educator level or at the department/college evaluation committee level. The consolidated mark lists of all courses of a semester shall be submitted to the University immediately after the closure of each semester.

Field Experience/Practical

M.Ed students need to have hands on experiences/field experiences which could enable them to ascertain the extent of their understanding of concepts discussed in theory courses and comprehension of the discipline as a whole. Hence Field Experience/Practical prescribed for M.Ed programme should be a comprehensive activity intended to provide opportunity to expose students to a variety of field experience or experiments. Field experience/Practical is prescribed

in each semester which carries 25 marks each in both semesters. Each student shall be assigned one activity from the given list in each semester. The institution should make sure that all the given field experience/practical are distributed among students'. They shall formulate a plan of action for the execution of the activity either in the laboratory or in the field. On completion of the activity, the student should submit a detailed report of the activity. Seminars shall be organized for presenting and discussing the report. Internal Evaluation of the Field experience/Practical should be based on students work, report, presentation and reflections and there is no minimum for a pass in field experience.

List of Field experience/practical

I Semester

- Develop two lesson transcripts for inculcating Democratic Values and transact in a primary class of your locality. Prepare a report on your experience.
- Visit a school of your locality and identify the types of learning disabilities of children
- Visit an institution which propagate the philosophy of any of the thinkers and conduct a study on it functioning.

II Semester

- Prepare history of any one educational Institution of your locality using oral and written sources
- Administer any one standardized psychological tool in a school of your locality and prepare a report on it.
- Conduct a survey on measures of protection of child rights in your neighborhood schools.

Research Proposal

Dissertation work constitutes an important component of the M.Ed Programme. The purpose of the dissertation is to provide the student with practical/hands –on experience in the scientific process of research. The student I consultation with the Research supervisor should identify a research problem. Having identified a research problem, the students need to formulate a brief outline of the conduct of study which is known as Research Proposal. The Proposal should be a blue print which outlines the process of research to be adopted. The Proposal may be developed considering the following.

- (i) Title of the Research Problem
- (ii) Introduction
- (iii) Statement of the Problem
- (iv) Objectives of the Study
- (v) Hypotheses
- (vi) Methodology of Research – Method of study, Sample, Tool and Techniques, Data collection, Analysis
- (vii) References

Criteria for evaluation of research proposal

(Each criterion carries five marks)

Sl.No.	Criteria	Rating
1	Statement of the proposed problem	5/4/3/2/1
2	Identification of relevant variables	5/4/3/2/1
3	Stating clear Need and significance of the study	5/4/3/2/1
4	Expression of acquaintance with relevant literature/theories	5/4/3/2/1
5	Identification of appropriate method of research	5/4/3/2/1
6	Description of sample	5/4/3/2/1
7	Introductory description of proposed tools/techniques	5/4/3/2/1
8	Identification of possible and relevant analyses	5/4/3/2/1
9	Identification of broad steps/stages in the study	5/4/3/2/1
10	Confidence with the topic during the presentation	5/4/3/2/1

The board may suggest changes to the proposal, which can be incorporated by the student in consultation with supervising teacher. However, the broad area of study proposed cannot be changed further. The institution has to keep the approved proposal till the viva-voce.

Evaluation of Dissertation

Students shall submit the Dissertation on or before tenth working day from the date of closure of II semester. Candidates shall not be permitted to submit a dissertation on which a degree or diploma has already been conferred on her/him by the university or any other institution. Evaluation of Dissertation shall be both internal and external. [50 internal and 100 external = 150 marks] The dissertation

shall be internally evaluated by the concerned supervising faculty member and externally evaluated by examiners appointed by the controller of examinations. Minimum for a pass in dissertation shall be 75 (marks secured in internal and external evaluation put together). However there shall be no separate minimum for internal and external evaluation. The evaluation of dissertation shall be based on the Criteria/Guidelines given below.

Name of the Supervising Teacher	Name of the Student	Introduction				Review of Related Literature	Methodology				Analysis	Summary/Conclusion Implications and Suggestions					Format		
		Edl. Significance	Operational Definitions	Objs. & Hypothesis	Scope & Limitations	Uptodate exhaustive conclusion	Compre. Procedure	Sampling	Tool description	Analysis tech.	Hypo/qstn. Answered	Discsn. Interpretn.	Major findings	conclusions	Edl. Implications	Relevant suggestions	Approx Summary	Table, Figure, Reference, Pagnitation, Appendices, Ref. Spacing, Discipline	Spelling, Organization of the content in logical order with appropriate titling
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Marks	5	5	10	5	25	7.5	8	7.5	7.5	7.5	15	15	4	4	4	4	4	10	10

Viva Voce: Each student shall attend a via-voce on dissertation conducted by the university. The Board of examiners for the viva-voce consists of chairman and 2 members, out of which one will be an expert from outside the University. There shall be no minimum for a pass in viva-voce. Required number of Viva-voce boards shall be constituted by the University to complete the process in all institutions within time duration of 8 days. A Co-ordinating Chairman shall be appointed for co-ordinating the work of all boards. The Head of the department of Education shall be the Co-ordinating Chairman. Each board will conduct via-voce for a maximum of 4 institutions. The duration of via-voce in an institution shall be based on the number of students. Additional days will be provided as per student intake.

Submission of other written accounts for internal evaluation

The time schedule for submission of the written accounts for internal evaluation shall be as follows:

Sl.No.	Written accounts	Not later than
I	Research proposal	75 th Working day of semester I
ii	Assignments	90 th Working day of semester I & II
iii	Field Experience and Practical	95 th Working day of I & II semesters

Eligibility for pass

Minimum marks for a pass in each theory course shall be 50% (marks obtained in internal and external evaluation put together). A candidate shall be declared to have passed the programme. If she/he obtains not less than 50% of marks in each theory course and dissertation as well as 50% of the total marks assigned to the whole programme.

Classification of Successful Candidates

First class with Distinction	- 75% and above
First class	- 60% and above
Second class	- From 50% to less than 60%

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

Students' performance in all the activities including practicum and practicals are continuously evaluated by the teacher educators concerned and timely feedback is provided. All the assessments are made transparent to the students. The outcome of these assessments also serves as a mode for the teacher educator to assess/evaluate/improve his capacity to transact the curriculum. The following are the communication of student outcomes, student improvement strategies and strategies of curriculum improvement resorted to.

➤ Communication of outcomes to students

- Returning the answer sheets of written examinations
- Publishing the internal marks on the notice board
- Sending semester end reports to the parents

The outcomes are used for improving the student performance

➤ Strategies for improvement for students

- Interacting with students to clarify their queries related to assessment
- Guidance is provided for better learning
- Strategies are planned for low achievers to score high
- Motivation is given for higher achievements
- Proper monitoring is made to ensure their progress
- Parental supports are utilized for improving learning

The outcomes are also used to improve teacher performance.

➤ Strategies for improvement in curriculum transaction

- Giving special attention to the needy learners during content transaction
- Adaptable communication patterns are used in classrooms
- Strategies are changed as per the needs of the class
- High achievers are encouraged for peer teaching so that they act as helpers for low achievers
- Remedial strategies for the low scorers and enrichment strategies for high scorers are provided

2.6. BEST PRACTICES IN TEACHING-LEARNING AND EVALUATION PROCESS**2.6.1. Detail on any significant innovations in teaching learning evaluation introduced by the institution.**

The faculty engages innovative practices in teaching. Active learning is ensured through students centered teaching strategies.

Buzz Session

Context: At the entry level, most of the student teachers especially from the Science stream have difficulty in facing the audience and show inhibitions in expressing their ideas fluently. To overcome this difficulty, Buzz sessions are practiced.

Objective: To tackle the difficulty of the novice student teachers in facing the audience and to overcome the barriers of inhibitions in expressing oneself.

Practice: Each morning from 10 to 10.30 am, following a prayer session, the students discuss on a topic of current relevance often presented by a student from

different optional in turn. Discussions on the topic presented is conducted in small groups and the group leaders present themselves in the general gathering. These reports are documented.

Benefits: Students' logic thinking and critical thinking is enhanced. They develop a habit of knowledge exploration, communication skill, self confidence, leadership and above all positive self expression. Teacher trainees are encouraged to participate actively in the transaction of curriculum.

Obstacles: Time is the only major obstacle. Students are instructed to come up with a brief presentation avoiding repetition.

➤ 'Intimate' Session

Context: After identifying the lack of proper motivation towards the profession in a majority of students, especially those from the science stream, this session is introduced and practiced in the optional classes.

Objective: To cope with individual differences among the students and to cater to a wide spectrum of their talents and to prepare them to give their best to the society as good teachers.

Practice: Specific rules are assigned to each student. Each optional class begins with a short opening session by students in turn. The teacher educator encourages the wards to speak of anything under the sun. Each student is motivated to give their free comment on what ever presented. Such discussions, though short, is recorded which is put up in the form of a manuscript at the closing of each month.

Benefits: Apart from free expressions, the students get to know one another better and this also serves good in casting a responsible citizen out of an otherwise compromising individual.

Obstacles: Time often seems to be the only obstacle. Students are often encouraged to put in their opinions in a more crisp way.

➤ Word Power (English)

Context: The repertoire of vocabulary and usage of new words in English was found inadequate in many cases. So the programme "Word Power".

Objective: To enrich the vocabulary with correct understanding.

Practice: Every morning the students concerned introduced two new words. They are presented in phonetic scripts with examples.

Benefits: Improvement in fluency of language.

Obstacles: Time constrained. To overcome this, students are instructed to avoid repetition.

➤ **Let's Improve (Malayalam)**

Context: The repertoire of vocabulary in mother tongue was found inadequate in many cases. So the programme “Let's Improve”.

Objective: To enrich the vocabulary with correct understanding in mother tongue.

Practice: Every morning, before the buzz session, the students introduce two new words/phrases/homonyms from mother tongue, wrongly used.

Benefits: Enrichment of vocabulary in mother tongue

Obstacles: Time constraint. To overcome this constraint, students are instructed to avoid repetition.

As a strategy, both ‘Buzz’ session and ‘Intimate’ is also used to transact the theory papers. Especially to connect the process of teaching the subject and the pure subject knowledge meaningfully. Here, the process of teaching becomes equally important as the product of teaching. Both these sessions are helpful in polishing the efficient teacher within each student teacher. This also aids the student teachers to develop his/her own individual style of teaching and to implement them aptly.

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

The institution implements instructional activities through innovative approaches. It makes use of ICT for effective content transaction.

- Student teachers prepare power point presentations on school syllabus and present them.
- Teacher educators use ICT based strategies like video analysis, power point presentations and documentary films for content transaction.
- Video/audio recordings are done for micro teaching skill analysis.
- Student teachers are encouraged to transact content using ICT enabled teaching during practice teaching.

- Student teachers are encouraged to record various activities of the class room and group activities, which are uploaded in their whatsapp group and are archived for future references.

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

1. What are the main evaluative observations/suggestions made in the first assessment report with reference to ‘teaching learning and evaluation’ and how have they been acted upon?

The NAAC Peer team proposed many suggestions for improving teaching learning evaluation process.

Suggestions by NAAC team	Actions taken by the college
Majority of the books in Departmental libraries are old and outdated. Very few are new publications.	No overdue importance is given to department libraries owing to the government orders of not to promote department-wise libraries. Books pertaining to general subjects as well as optional subjects are purchased to general library giving equal weightage to all the papers, making it more accessible to all students irrespective of options. Already existing books in the department libraries are maintained and are optimally utilized.
Though evaluation of teachers by students is practiced, the methodology adopted is inadequate.	Apart from the existing evaluation techniques, introduction of a reflective journal as a self-evaluative tool permits students’ self appraisal. These self-appraisal notes are subjected to close scrutiny by the teacher and grades are allotted.
No technical assistant available for maintenance of equipment and gadgets.	In spite of continuous efforts from our part, the government is not sanctioning any technical post which allots a technical assistance for maintaining equipments and gadgets. However, our existing non-teaching staff are trained to do the necessary maintenance.
Teacher educators supervise less than 15 % of the teaching practice lessons.	As each subject has a minimum strength of 13 students and since each student is

Rests are supervised by the school teachers.	to be monitored at least 3 times during practice teaching period of 30 days, it is impossible for the optional teacher to plan visits above the present effort. To make up for this, general teachers are deputed with the charge of supervising the classes without any prior note.
Grading is inflated.	Grades are allotted by taking the average of grades given by the concerned teachers of the practice teaching schools, optional teacher educator and by the external examiner based on a student teacher's performance in practicum. This has helped to minimize inflating of grades.
No written feedback of practice teaching given to the students.	Written feedback is provided to the students by their respective optional teachers on each visit and student teacher is helped to tackle serious pitfalls, if any.

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

The following measures were undertaken by the institution to enhance the quality of teaching-learning in the institution.

- The institution is offering a post graduate course (M.Ed.) since 2010, whose intake capacity has been increased per year owing to the service of expert, experienced teaching staff in the institution.
- The institution is in the final stage of being raised into the level of Research Center as per University rules and regulations.
- In order to ensure appropriate teacher student ratio and promote teaching-learning, institution appointed more well qualified teaching staff both as permanent faculty and as guest faculty.
- General classes are divided into two batches (A Batch and B Batch) in order to decrease the student strength in each class and to make teaching-learning more effective.

- Student centered learning is promoted to its maximum.
- Existing course content is as per the National and Global market requirements which equip the student teachers to be versatile in handling modern gadgets and practicing innovative strategies in content transaction
- Almost all the guidelines laid by NCTE are followed.
- To encourage the research endeavor among faculty members, more permanent staff are provided with full time FDP fellowship and opportunities for part-time basis research endeavors (Refer table: 3.1.).
- Knowhow regarding research funding agencies like CSIR, ISSR & DST etc. are provided to both teaching faculty as well as to the post graduation students.
- Faculty participation in workshops, seminars, paper presentations and publication of articles in national and international journals are encouraged (Refer Section:) .
- Library-Book Magic version 4.0 –recently installed-and is fully utilized.
- Adequate security measures for hostel inmates are provided.
- Students’ active participation in current affairs display, social issues and in university level arts competitions (B-Zone and Inter-Zone) are encouraged and supported.

CRITERION III

RESEARCH CONSULTANCY AND EXTENSION



- 3.1 PROMOTION OF RESEARCH**
- 3.2 RESEARCH AND PUBLICATION OUTPUT**
- 3.3 CONSULTANCY**
- 3.4 EXTENSION ACTIVITIES:**
- 3.5 COLLABORATIONS**
- 3.6 BEST PRACTICES IN RESEARCH,
CONSULTANCY AND EXTENSION**

3.1. Promotion of Research

3.1.1. How does the institution motivate its teachers to take up Research in Education?

The institution promotes the faculty members to take up research and render all facilities for it. In a competitive global environment the future of an institution lies in its power to strive towards excellence and quality. Realizing the growing need to upgrade and update its fund of knowledge, the institution does its level best to promote research in education both at the faculty and student level.

Major initiative of the institution for research promotion are

- The institution provides available secretarial support and other facilities.
- Encouraging the faculty to undertake research projects
- Teachers are given full support and encouragement to take part in seminars, workshops, symposiums both at state and national levels and to present papers.
- Sanctioning research leave under faculty development programme (FDP) by deputing faculty in these vacancies
- Equipping the library with research journals/publications and updated reference sections with internet facility.
- Teachers are encouraged to take up minor research projects
- Faculties are encouraged to guide PhD and M.Phil students.
- Initiating institutional level research projects
- Inviting research experts to interact with the faculty and students and receive guidance

Table 3.1. Research Initiatives and current status:

Category	Faculty
Ph.D Holders	DR.R.Krishnakumari Dr.Abdul Kader Parambat Dr.Indira.K. Dr.K.Ramakrishnan Dr.Abdul Rasheed Poozhithara Smt.Smitha.E.T. (Ph.D award awaited) Smt.Elezabath .B.John (Ph.D award awaited)
Ph.D Thesis submitted	Sri.K.P.Hussain Smt.Syamala Devi.M.B.
Part time research	Santhosh Kumar.V.K.
PhD registered	Smt.Anitha.K.D.
Research guide	Dr.R.Krishnakumari Dr.Abdul Kader Parambat

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

The trust areas generally are

- Teaching and learning
- Comparative studies
- Education of the disadvantaged
- Consumer Education
- Waste Management and other environmental issues

Table 3.2. Faculty and Thrust areas specifically

Sl.No.	Faculty	Thrust areas
1	Dr.R.Krishnakumari	Educational Psychology, Statistics in Education
2	Dr.Abdul Kader Parambat	Arabic Education and Philosophy of Education
3	Smt.M.Usha	Natural Science Education, Guidance and counselling
4	Dr.K.Indira	Psychology of Education, Physical Science Education
5	Dr.K.Ramakrishnan	Research Methodology, Malayalam Education
6	Sri.K.P.Hussain	Physical Education
7	Sri.Santhosh Kumar.V.K.	Social Science Education
8	Dr.Abdul Rasheed Poozhithara	Arabic Language Education
9	Smt.Priya Kemal	English Language Education
10	Smt.Hicky Devadas	Hindi Language Education
11	Anitha.K.D	Psychology of Education, Philosophy of Education
12	Smt.Smitha Mol.D.R.	Malayalam Language Education
13	Sri.Vijayan.V.	Sanskrit language Education
14	Smt.Smitha.E.T.	Natural Science Education
15	Smt.Shimsiya.T.S.	Psychology of Education, Philosophy of Education
16	Sri.Arjun.S.Sreedharan	Physical Science Education
17	Smt.Elizebath.B.John	Mathematics Education
18	Smt.Lis Varghese	Hindi Language Education

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

Yes. The institution encourages the faculty members and student teachers to undertake action research based on felt problems in the classrooms.

As a part of the B.Ed curriculum each student teachers undertake action researches as their practical works. At the time of interaction with students the student teachers collect primary data related to various topics like social status, adjustment problems, learning problems, adolescent problems, behavioural problems, personality, conflicts related to social values etc. They then undertake action research on those problems and arrive at conclusions regarding the real courses and suggest means to overcome these difficulties. Thus could achieve positive outcome by the active participation of student teachers in various curriculum related activities.

The last phase of the teaching practice is used for the sessions to help learners to solve their problems.

Following are the impacts of the action taken by the student teachers:

- Reducing behavioral problems
- Creating conducive learning environment
- Overcoming learning difficulties
- Improving spelling mistakes in languages
- Doing mathematical calculations quickly
- Enrichment of social values in students

3.1.4. Give details of the Conference/Seminar/.Workshop attended and/organised by the faculty members in the last five years.

Government College of Teacher Education in collaboration with UGC organized various seminars and workshops. All our faculty members are encouraged to attend various International, National and State level seminars and workshops and present papers.

Dr. R.Krishnakumari

Seminar/Workshop/ Conference No	Theme	Venue	Date	Remarks
National Level workshop	Research Methodology	GCTE, Thiruvananthapuram	10-02-2011 to 14-02-2011	Participant
Training Programme Equal Opportunity Cell	Life Skills and soft skills	GCTE, Kozhikode	20-01-2011	Participant
College Seminar, Equal Opportunity Cell	Differential Abilities	GCTE, Kozhikode	27-01-2011	Participant
Training Equal Opportunity Cell	Training in Floriculture	GCTE, Kozhikode	03-03-2011	Participant
UGC Sponsored National Seminar	Educating Teacher Educators for Diversity	GCTE, Kozhikode	15-09-2011 to 16-09-2011	Paper presented: 'Inclusive Education, The core of Education for All'
Seminar on World Mental Health Day	"Bringing Mental Health to Community"	Indian Association of Clinical Psychologists	04-10-2011	Participant
National Seminar	Innovative practices in Educational Research	GCTE, Kozhikode	03-12-2010	Participant
College Seminar	Women Empowerment through gender sensitization	GCTE, Kozhikode	14-12-2010	Participant
National Seminar	Higher Education Policies Perspectives and challenges	AKGCT State Conference	08-03-2013	
National Seminar	Changing Horizons in Educational Research	GCTE, Kozhikode	05-03-2013	Poster presented "Research and Application-Still a Myth".
National Seminar	Revision of M.Ed Curriculum	Board of Studies in Education	13-08-2013	

Dr. Abdul Kader Parambat

Sl. No	Seminar/Workshop/Conference	Venue	Duration	Remarks
1	National Seminar	GCTE, Thalassery	2 days March 5 th 6 th 2014	Paper presented Chaired Session Convener of the Programme
2	National Seminar	GCTE Kozhikode	March 3 rd 2013	Organizing Committee presented 3 poster
3	State level Seminar	Calicut University	June 6 th 2012	Participated
4	National Seminar	GCTE, Kozhikode	6 th March 2012 to 8 th March 2012	Participated
5	National Seminar	GCTE, Kozhikode	3 rd December 2010	Participated
6	National Seminar	Calicut University	12 th March 2010	Participated

Smt.Usha.M.

Sl.No.	Level	Theme & Venue	Date	Remarks
1	National Seminar	On Open door policy in Higher Education – NSS Training College, Ottappalam	23 – 25 June 2010	Participated
2	National Seminar	Innovative practices in Educational Research, GCTE,Kozhikode	3-12-2010	Participated
3	National Seminar	Perspectives in Research Paradigms, Devaki Amma Memorial College, Chelembra	6,7,8 Dec.2010	Participated
4	College Level	Women Empowerment through Gender sensitization – Equal opportunity cell, GCTE	14-12-2010	Participated
5	College Level	Training Programme life skills and soft skills – Equal Opportunity cell, GCTE	20-01-2011	Participated
6	College Level	‘Differential abilities’ Equal opportunity cell, GCTE	27-01-2011	Participated

7	College Level	Multiple Intelligence Equal Opportunity cell, GCTE	10-02-2011	Participated
8	College Level	Creation and Abortion Equal Opportunity cell, GCTE	11-02-2011	Co-ordinated
9	College Level	Training in Floriculture Equal Opportunity cell, GCTE	03-03-2011	Participated
10	National Seminar	Gender Quest in Multiple Intelligence – Farook Training College	2 -3 Sept.2011	Participated
11	Inter national Seminar	On English Language Teaching & Technology – Malabar Christian College	6 th & 7 th Dec.2013	Participated
12	National Seminar	On changing centours of Higher Education - GCTE	07-3-2014	Participated
13	International Seminar	“On Keizen in Academics “ GCTE	11-02-2014	Participated
14	National Seminar	Education for the 21 st Century Govt.Brennen College of Teacher Education, Thalassery	24-01-2012 to 25-01-2012	Participated
15	National Seminar	Preparation of Research Tools and Techniques of data Analysis Department of Education, Calicut	19-06-2012	Participated
16	National Seminar (UGC Sponsored	Child Development Sree Sankara University, Kalady	22-02-2012 to 24-02-2012	Paper presented “Poor School Performance in Children Learning Disability a major cause?”
17	College Seminar – Equal opportunity Cell	Cancer Awareness & Detection Govt. College of Teacher Education, Kozhikode	22-02-2012	Participated
18	National Seminar	Research Methodology Govt. College of Teacher Education, Kozhikode	06-03-2012 to 08-03-2012	Participated

19	College Seminar, Equal Oppo-rtunity Cell	Women Empowerment Govt.College of Teacher Education, Kozhikode	26-09-2012	Participated
20	National Seminar	Changing Horizons in Educational Research GCTE, Kozhikode	05-03-2013	Poster presented 1)Methodology to teaching and Educational Research 2)A Study on school environment and achievement in Biology 3) Relationship between study habit and academic stress 4)A Study on Constructivist Pedagogy and acquisition of English Language among secondary school students of Palakkad District
21	National Seminar	Higher Education Policies Prospects and Challenges - AKGCT State Conference, Kozhikode	08-03-2013	
22	National Seminar	The Impact of Paedo Centre, Exptal and Digital Pedagogy on Teachers – Phishing – Effect and causes IASE Thrissur	23-01-2015	Presented a Poster

Dr.K.Indira

Training Programme Equal Opportunity Cell	Life Skills and Soft Skills	Govt.College of Teacher Education, Kozhikode	20-01-2011	
College Seminar Equal Opportunity Cell	Differential Abilities	Govt.College of Teacher Education	27-01-2011	
College Seminar Equal Opportunity Cell	Multiple Intelligence	Govt.College of Teacher Education	10-02-2011	
College Seminar Equal Opportunity Cell	Creation and Abortion	Govt.College of Teacher Education	11-02-2011	Co -ordinator
Training Programme Equal Opportunity Cell	Training in Floriculture	Govt.College of Teacher Education Kozhikode	03-03-2011	
Workshop	Implementation of RTE Act/Rules	Commission Right to Education Act	13-07-2011	
UGC Sponsored National Seminar	Gender Quests in Multiple Intelligence	Farook Training College, Kozhikode	01-09-2011 to 03-09-2011	Paper presented Gender Matters Integrating Brain Research into Educational Practice
UGC Sponsored National Seminar	Educating Teacher educators for Diversity	Govt.College of Teacher Education, Kozhikode	15 th 16 th Sept 2011	Co ordinator Paper presented Educational Spaces and Educational Needs of Autistic Children
UGC Sponsored National Workshop		Malabar Christian College, Kozhikode	22,23 Sept. 2011	
Seminar	Bringing Mental Health to the Community	Indian association of Clinical Psychologists	04-10-2011	
UGC Sponsored International Seminar	Education for Global Excellence	Mar Theophilus Training College Nalanchira	5 th ,6 th , 7 th Jan 2012	Paper presented Education Anytime Anywhere Anyone. The IGNOU Approach
National Seminar	Education for the 21 st Century	Govt.Brennen College of Teacher Education Thalassery	24 th 25 th Jan 2012	Educating for the Unknown Prospects of Human Rights Education

National Workshop	Research Methodology	Govt.Brennen College of Teacher Education Thalassery	1 st 2 nd 3 rd Feb 2012	
National Seminar	Research Methodology	Govt.College of Teacher Education, Kozhikode	6 th 7 th 8 th March 2012	
UGC National Seminar	Environmental Awareness	Malabar Christian College, Calicut	8 th 9 th March 2012	
National Seminar Directorate of Collegiate Education	Multifarious Interventions for revamping Teacher Education	Govt.Brennen College of Teacher Education Thalassery	19 th 20 th December 2012	Mediating Science Learning through Web Quets
National Seminar Directorate of Collegiate Education	Teacher Edn.Next –A Contextual Weighing up for National Mission on Teacher Education	IASE Thrissur	31 st Jan 2013	Reconstructing Educating for the new Millennium
National Seminar Directorate of Collegiate Education	Changing Horizons in Educational research	Govt.College of Teacher Education, Kozhikode	5 th March 2013	Research A Noble Venture Awareness regarding Public Health among Upper Primary School Students Relationship between Parenting styles and Social efficacy
UGC sponsored International Conference	English Language Teaching and Technology	Malabar Christian College, Calicut	6 th 7 th Dec.2013	Presented paper Curated Social Media Conversations as an English Teaching Platform
International Seminar	Kaizen in Academics	Govt.College of Teacher Education, Kozhikode	11 th Feb 2014	Co-ordinator
International Seminar	Art of Teaching	Regional Science Centre, Planetarium, Calicut	30 th Jan. 2014	
National Seminar	Impact of Paedo Centre, Experimental & Digital Pedagogy on Teacher		23 rd Jan 2015	Presented poster 'Phishing'

Dr.K.Ramakrishnan**INTERNATIONAL LEVEL**

Sl.No	Theme	Date	Organized/Sponsored by	Resource Person/ Paper Presenter/ Participant
1	Classroom Application of Critical Pedagogy- Workshop	25 July 2009	Mahajubilee Training College, Trissur	Resource person
2	Emerging Trends in Modern Pedagogical Approaches- Workshop	17-18 June 2009	Jesus Training College, Mala	Resource person
3	Critical Pedagogy and Issue based Learning- A Dialogue	23 Sept 2009	Bafakky yatheem Khana Training College, Tirur	Paper Presenter
4	Tool Preparation for In-Service Teacher Education	5-6 March 2009	SCERT, Kerala	Participant
5	Workshop on Textbook Preparation	10-16 Oct, 3-9 Nov 2008 & 20-21 Feb 2009	SCERT, Kerala	Participant
6	International Workshop on Emerging Critical Perspectives of Curriculum and School based Practices	29.03.2010-03.04.2010	SCERT, Kerala	Participant
7	Developing tools for the study of Private Secondary Teacher Education Institutions in India	1-2 June 2010	SCERT, Kerala	Participant
8	Preparation of Reading Materials for the Neo-Literates		GCTE, Kozhikode UGC Sponsored	Coordinator
9	Research Methodology	6-8 march 2012	GCTE, Kozhikode	Participant
10	Kerala Economy: Time for a Paradigm Shift	7-8 Nov 2012	Govt. Arts and science College, Kozhikode ,	Paper Presenter

11	Policies of Union and State Governments on Higher Education: The Challenges Ahead	24 Feb 2012	AKGCT	Participant
12	Preparation of Research Tools and Techniques of Data Analysis	19 June 2012	Dept. of Education, University of Calicut	Participant
13	Teaching Methodology and Evaluation Techniques	25 July 2012	Parashinikadavu Ayurveda Medical College, Kannur	Paper Presenter
14	Higher Education Policies- Prospects and Challenges	8 March 2013	AKGCT	Paper Presenter
15	Changing Paradigms of Higher Education: xii Five Year plan initiatives	1 Dec 2013	St. Aloysius College, Mangalore, NUEPA Sponsored	Participant
16	Malayalam – Adhyanavum Athijeevanavum	3-4 Dec 2013	Govt. College Malappuram	Paper Presenter
17	Challenges of Economics in a Neo-Liberal Era: Methodology, Theory and Empirics	6-7 March 2013	PMG College, Chalakudy	Participant
18	Verbal Cognition in Indian thought	25-26 Oct 2013	Govt. Sanskrit College, Trivandrum	Participant
19	Quality in Higher Education: Issues and challenges	14-16 Nov 2014	Punjab and Chandigarh College Teachers Union	Paper Presenter
20	The changing contours of Higher Education	7 March 2014	AKGCT, Pattambi	Paper Presenter
21	Creative school	5 march 2014	DIET, Palakkad	Chairman
22	Recent reforms in higher education	13 dec. 2014	Govt. Victoria College, AKGCT	Paper presenter
23	Choice based Credit Semester System	27 march 2014	UGC Academic Staff college, University of Calicut	Participant
24	Higher Education in the Time of New Liberal Globalization	20-21 Jan 2015	Govt. Arts and Science college, Kozhikode	Participant

Sri.K.P.Hussain

Sl. No	Seminars/Workshop/ Conferences	Theme	Venue organized by	Duration	Remarks
3	Refresher Course in Physical Education		Academic Staff College, Uty. Of Calicut	23-6-01 to 14-7-01	
4	Refresher Course in Physical Education		Academic Staff College, Uty. Of Calicut	20-6-02 to 11-7-02	
5	Refresher Course in Physical Education		Academic Staff College, Uty. of Calicut	14-7-14 to 5-8-14	
6	Interantional Seminar on"KAIZEN" IN ACADEMICS		Govt.College of Teacher Education, Kozhikode	11 th Feb 2014	
7	National Seminar	Changing Horizons in Educational Research – Titles Isolated and combined effect of walking in Yogasanas on Cholatoral.	GCTE, Kozhikode	5 th March 2013	
8	National Seminar	Higher Education Policies prospects and challenges	AKGCT, Kozhikode	8 th March 2013	
9	National seminar		Sullamussalam Science College, Areacode. Malappuram	Two days	
10	Workshop on Open course in Physical Education		Dept. of Physical Edn, Uty. Of Calicut and Asso. Of College Teachers in P.E. in Uty. Of Calicut	26 th , 27 th Nov. 2010	
11	National Seminar	Innovative Practices in Edu Practices	GCTE, Kozhikode	3 rd Dec.2010	
12	Co ordinate and participated in the 2 day seminar (sponsored by UGC Academic Staff College, Uty. Of Calicut)	Restructuring undergraduates education in Kerala	GCTE, Kozhikode	25 th & 26 th Nov.08	
13	National Seminar	The effect of physical activities on College students	Providence Womens College, Calicut	14 th July 2005	

14	Work shop	Preparation of source book on Human Rights Education at the Secondary level	GCTE Kozhikode	21 to 23 rd June 2006	
15	Refresher Course		CRL Ambalamugal	28 th & 29 th August 1999	
16	National Seminar	Emerging Trends in Sports Sciences	Govt.College of Phy.Edn. Easthill, Calicut -5		
17	National Seminar	Educating Teacher Educators for Diversity	GCTE, Kozhikode	15 th and 16 th Sept.2011	
18	National Seminar	Hypo Kinetic diseases –Health and Modern society	Kee sahib Training College, Taliparamaba, Kannur	25 th and 26 th August 2008	

Sri.V.K.Santhosh Kumar

Sl.No.	Seminar/Workshop/Conferences	Themes	Venue/Organised by	Duration	Remarks
1	National Seminar	Changing Horizons in Educational Research	GCTE, Kozhikode	05-03-2013	Participant
2	Two Day Seminar		AKGCT, Kozhikode	Two days 2013 March	Participant
3	National Workshop	Educational Research	GCTE, Thiruvananthapuram	(Five days) 10 – 14 Feb.2011	Participant
4	Seminar	Role of Research Universities in developing countries	The Dept. of Education, Uty. Of Kerala	14 th July 2010	Participant
5	National Seminar	New Directions in Higher Education	Kerala State Higher Education Council	(Two days) 12 th & 13 th July 2010	Participant
6	State Level Workshop	Application of Inferential Statistics in Educational Research	Farook Training College, Calicut	6-7 Jan 2010	Participant
7	State Level Seminar Cum Workshop	Learning Disability Management	Centre for learning disabilities and difficulties. Department of Education, University of Kerala	27-28 October 2009	Participant

8	National seminar	Quality Research in Education	GCTE, Thiruvananthapuram	25-26 February 2008	As Faculty in Charge
9	International Seminar	Democratic and Secular Education	Govt. of Kerala	4-6 December 2008	Participant
10	State Level Workshop	Teaching Practice in the interface of Practicum and problem based learning	Haneefa Kunju Memorial Training College of Edn, Kollam	12-12-008	Participant
11	UGC Sponsored National Conference	Environmental Education		16 th and 17 th March 2007	Faculty in charge
12	National Conference on Teacher Education	Changing Scenario of Teacher Education	GCTE, Thiruvananthappuram	26 th and 27 th October 2007	Faculty in charge
13	International Seminar	Cognitive re-structuring Linking with classroom competencies	NSS Training College, Changanassery	14 th and 15 th December 2007	Participant
14	General Discussion	Social Science Curriculum		11 th October 2006	Resource Person
15		The general trends and issues in transacting B.Ed curriculum	GCTE, Thiruvananthapuram	29 th September 2006	Faculty in charge
16	UGC Sponsored National Conference	Teacher Education	GCTE, Thiruvananthapuram	24 th and 25 th March 2006	Participant
17	National Seminar	Effective Utilization of EDUSAT Network	Govt. of Kerala and ISRO TVM	3 rd and 4 th August 2006	Participant

Dr.Abdul Rasheed Poozhithara**Seminars/Workshop**

Level	Theme	Venue/Organised By	Date	Remarks
National Seminar	Innovative practices in Educational Research	Govt. College of Teacher Education, Kozhikode	03-12-2010	Participant
National Seminar	Gender Quest in multiple Intelligence	Farook Training College, Kozhikode	02-09-2011 to 03-09-2011	Participant
National Seminar	Educating Teacher Educators for Diversity	Govt.College of Teacher Education, Kozhikode	15-09-2011 to 16-09-2011	Participant
College Seminar	Women Empowerment through Gender Sensitization	Govt.College of Teacher Education, Kozhikode, Equal opportunity cell	14-12-2010	Participant
Training programme	Life skills and Soft skills	Govt.College of Teacher Education, Kozhikode, Equal opportunity cell	14-12-2010	Participant
College Seminar	Differential abilities	Govt.College of Teacher Education, Kozhikode, Equal opportunity cell	14-12-2010	Participant
College Seminar	Multiple Intelligence	Govt. College of Teacher Education, Kozhikode, Equal opportunity cell	14-12-2010	Participant
College seminar	Creation and abortion	Govt. College of Teacher Education, Kozhikode, Equal opportunity cell	14-12-2010	Participant
Training Programme	Training in Floriculture	Govt.College of Teacher Education, Kozhikode, Equal opportunity cell	03-03-2011	Participant
Workshop	Implementation of RTE Act	Commission Rights to Education Act	13-07-2011	Participant
National Seminar	Education for 21 st Century	Govt.Brennen College of Teacher Edn, Thalassery	24-01-2012 to 25-01-2012	Participant

National Seminar	Arabic Language and Literature in the Digital Era	Ansar Arabic College, Valavannur, Malappuram	22-11-2011 to 23-11-2011	Paper presented “Teacher and Professional Ethics”
National Seminar	Research Methodology	Govt.Brennen College of Teacher Edn, Thalassery	01-02-2012 to 03-02-2012	Participant
National Seminar	Research Methodology	Govt.College of Teacher Education, Kozhikode	06-03-2012 to 08-03-2012	Participant
International Seminar	Keizen in Academics	GCTE, Kozhikode		Participant
Short term course(in professional Development)	Professional development	Academic Staff College, University of Calicut	10-08-2014 to 23-08-2014	Paper presented
National Seminar	The Impact of Paedo-centric experimental and Digital pedagogy on teachers	Institute of Advanced Study in Education, Thrissur	23-01-2015	Poster presented
Short term course	Staff Skill Development	Academic Staff College, University of Calicut	02-02-2015 – 07-02-2015	participant

Smt. Priya Kemal

Sl. No.	Level	Theme	Venue	Date	Remarks
1	Workshop	Implementation of RTE ACT	Commission Rights to End. Act	13-07-2011	Participant
2	National Seminar	Educating Teacher Education for Diversity	GCTE	15-09-2011 to 16-09-2011	Participant
3	Seminar	Bringing Mental Health to the Community	Indian Association of Clinical Psychologists	04-10-2011	Participant
4	College Seminar Equal Opportunity Cell	Career Awareness/ relation	GCTE	22-02-2012	Participant
5	National Seminar	Research Methodology	GCTE	06-03-2012	Participant
6	College Seminar Equal Opportunity Cell	Women Empowerment	GCTE	26-09-2012	Participant

7	UGC sponsored International Seminar	Edn, for Global Excellance	Mar Theophilus Training College	15-01-2012 07-01-2012	Participant
8	National Seminar	Changing Horizon in Educational Research	GCTE	05-03-2013	Poster presentation
9	International Seminar	International Conference on English Language Teaching and Technology			Participant
10	International Seminar	Kaizen in Academics	GCTE		Participant
11	Short – term course in Professional Development		Academic Staff College, University of Calicut	18-08-2014 – 23-08-2014	Participant and presented
12	National Seminar	The Impact of Paedi centre Experimental and Digital Pedagogy on Teacher	IASE, Thrissur	23-01-2015	Poster presented

Smt.Hicky Devadas

Theme	Venue/Sponsors	Date	Position Held
Changing Horizons in Educational Research	Govt.College of Teacher Education, Kozhikode	05-03-2013	Participant
Revision of M.Ed curriculum	University of Calicut Board of Studies in Education	13-08-2013	Participant
Revision of M.Ed curriculum	University of Calicut Board of Studies in Education	13-08-2013	Participant

Sl. No.	Level	Theme	Venue	Date	Remarks
8	National Seminar	Changing Horizon in Educational Research	GCTE	05-03-2013	Poster presentation
9	International Seminar	International Conference on English Language Teaching and Technology			Participant
10	International Seminar	Kaizen in Academics	GCTE		Participant

Smt.Anitha.K.D.

Sl. No	Seminars/Workshop/Conferences	Theme	Venue organized by	Duration	Remarks
1	National Symposium	Articles & family welfare	PG Dept. of Zoology, St.Aloysius College, Thrissur.	Two days 14 th & 15 th Oct.08	Participant
2	Workshop	Enhancement of ICT skills for Quality Teacher Education	IASE, Thrissur	5 days 12 th to 17 th Jan. 2015	Participant
3	National Seminar	The impact of Paedo Centric Experimental & Digital Pedagogy on Teachers	IASE, Thrissur	One day on Jan. 23, 2015	Poster presentation
4	National Seminar	Humanizing Education of Children with special needs	NSS Training College, Ottappalam	Two days Feb. 5 th & 6 th 2015	Participant
5	Took class on a programe organized by Souhrida club of GHSS Cheruthiruthy, Thrissur	'KNOW THY SELF'	Souhrida club of GHSS Cheruthiruthy, Thrissur	29 TH , 31 ST Dec.2014	Participant

Smt.Smitha.E.T.

Sl. No	Seminars/Workshop/ Conferences	Theme	Venue organized by	Duration	Remarks
1	National Level Workshop	Developing Instructional materials based on critical pedagogy and issue based learning		5 th and 6 th August 2010	Participant
2	National Seminar	Current Issues in Higher Education		11 th Nov.2010	Participant
3	Workshop	Research Papers writing	CHMK Library University of Calicut & AKRSA	15 th Nov.2010	Participant
4	Workshop	Research Methodology in Education		2 nd – 6 th May 2011	Participant
5	Seminar	Preparation of Research tools and techniques of data Analysis	Dept of Education Research Forum, University of Calicut	19 th June 2012	Participant
6	National seminar	Empowering teachers to face challenging visions in Education		31 st October 2012	Participant
7	Workshop	SPSS	REFORM, Uty. Of Calicut	11 th & 12 th March 2013	Participant
8	National Seminar	Scholarly Article writing	REFORM, University of Calicut	30 th & 31 st August 2013	Participant
9	National Seminar	Qualitative Research in Education		12 th March 2010	Participant
10	Workshop	Writing Scholarly Articles		2 days	Participant

Elizabeth.B.John

Sl. No.	Seminar/ Workshop/Conferences	Themes	Venue/ Organised by	Duration	Remarks
1	International Seminar cum VIII State Convention	Development Education: 21 st Century Paradigms for Teachers	Council for Teacher Education (CTE) Kerala State Centre – Organized by Department of Education Kerala Uty.	(2 days 30 th , 31 st October 2009	Paper Presented – Citizenship in a changing world
2	UGC Sponsored National Seminar	Perspectives in Teacher Education. Researches, Innovation and Practices	Dept. of Edn. Calicut Uty & Uty of Calicut Education Alumni Association(UCEA)	(1 day) 11 th Nov. 2009	Paper presented – perception of Mathematics Teachers towards Co-operative Learning Strategy
3	National Workshop on Research Methodolgy	Research Methodology	University of Calicut & State Institute of Languages Kerala, AKRSA & Calicut Uty Union	(2 days) 23 rd and 24 th Februray 2010	Participant
4	National Seminar	Qualitative Research in Education	Dept.of Education, Calicut Uty.	(1 day) 12 th March 2010	Paticipant
5	Workshop	Writing Scholarly Articles/ Research Papers	Dept. of Edn. Calicut Uty & All India Association for Educational Research (AIAER	(2 day) 30 th June Ist July 2010	Participant
6	National Level Workshop	Developing Instructional Materials based on critical Pedagogy and Issue based Learning	University of Calicut Alumni Association (UCEA)	3 days 5 th , 6 th August 2010	Organizing member/ Subject Co-ordinator
7	National Seminar	Current Issues in Higher Education	NSS & University of Calicut, Dept. of Education	(1 day) 11 th Novembe r 2010	Participant

8	National Seminar	Mathematics in Forklore	School of Forklore Studies, University of Calicut & Sakthan Thampuran College of Maths & Arts	(2 days) 4 th and 5 th Jan 2011	Presented Paper 'Mathematics in Kerala' Fork Architecture
9	National Seminar	Quality, Expansion & Inclusion in Indian Higher Education	Dept. of Edn. University of Calicut	1 day (3 rd Feb 2011	Participated Presented paper. Triangulation. The need for today's Assessment validity. A Higher Education perspective
10	Seminar – UGC Special Assistance Programme (SAP)	Content Identification for E-Content Development	Dept. of Education, Calicut Uty. & SAP	(4 days) 19 th March 2011	Participant
11	Seminar/ Workshop UGC –SAP	E-Content Development for Teacher Education	Dept. of Education, Calicut Uty. & SAP	(3 days) 29 th , 30 th Sept & Ist October 2011	Participant
12	International Education Meet (UGC sponsored)	Education for Global Excellence	MTTC, CTE, AIRIO, USA, Dr.N.P.Pillai Centenary Celebration Committee, Dr.K.Sivadasan Pillai Foundation for Edn'l Research & Development (SPFERD)	(3 days) 5 th 6 th 7 th Jan 2012	Paper presented 'Co operative Learning Strategy in Mathematics classroom of Kerala'
13	National Seminar	Item Response Theory	Dept. of Statistics Govt. Arts & Science College, Kozhikode & Dept. of Collegiate Edn, Govt.of Kerala	(1 day) 24 th Feb 2012	Participant

14	National Seminar	Research Methodology	GCTE, Kozhikode	(3 days) 6 th , 7 th & 8 th March 2012	Participant
15	Workshop	IR Programming	Dept. of Statistics Govt. Arts & Science College, Kozhikode & Dept. of Collegiate Edn, Govt. of Kerala	(2 days) 5 th & 6 th Nov. 2012	Participant
16	International Conference	Grassroots Social Development	CIGI in with Rajeev Gandhi National Institute of Youth Development (RGNIYD) & CU	(3 days) 4 th , 5 th 6 th February	Paper presented. A promising strategy for rebuilding a more sustainable society – Co-operative Learning

Smt. Shimsiya

Sl. No	Seminars/Workshop/Conferences	Theme	Venue organized by	Duration	Remarks
1	National Seminar	Reconstructing – Education for the new Millennium	IASE, Thrissur, Kerala	31-1-13	
2	National Seminar	Ethics of Research Involving Human Participants	GCTE, Kozhikode, Kerala	05-3-13	
3	National Seminar	Bridging the two EPI Stemological “Planets” Objectivism and Constructivism – The need of the hour	IASE, Thrissur, Kerala	23-1-13	
4	Strothus III – 3 day State Level training Programme on School Counselling		Loyola Extension services of Loyola College of Social Sciences, Sreekariyam, TVM.	8 th to 10th June 2010	
5	School Counsellors – Empowerment Programme		SCERT, Kerala. CRC, Malappuram, Kozhikode	29-2-12 to 3-3-12	

Smt.Anitha.K.D.

Sl. No	Seminars/Workshop/ Conferences	Theme	Venue organized by	Duration	Remarks
1	National Symposium	Articles & family welfare	PG Dept. of Zoology, St.Aloysius College, Thrissur.	Two days 14 th & 15 th Oct.08	Participant
2	Workshop	Enhancement of ICT skills for Quality Teacher Education	IASE, Thrissur	5 days 12 th to 17 th Jan. 2015	Participant
3	National Seminar	The impact of Paedo Centric Experimental & Digital Pedagogy on Teachers	IASE, Thrissur	One day on Jan. 23, 2015	Poster presentation
4	National Seminar	Humanizing Education of Children with special needs	NSS Training College, Ottappalam	Two days Feb. 5 th & 6 th 2015	Participant
5	Took class on a programe organized by Souhrida club of GHSS Cheruthiruthy	‘KNOW THY SELF’	Souhrida club of GHSS Cheruthiruthy, Thrissur	29 TH , 31 ST Dec.2014	Participant

3.2. RESEARCH AND PUBLICATION OUTPUT

Our institution always encourages faculty members to prepare instructional materials and attend workshops for the preparation of curriculum materials. Teachers develop by themselves/ encourage students to develop materials like print and non –print, teaching aids, audio-visual materials, multimedia/ power point presentations, digitalized lesson plans, question banks, improvised materials etc. in teaching the concerned subjects; materials for quiz competitions, learning packages, various test materials and research tools for U.G and P.G course for enhancing quality in teaching and learning. Teachers and students prepare and present papers in research seminars and paper presentation competition in the institution and in various other institutions whenever they get a chance.

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

- Student Blog
- Power Point Lessons
- Video lessons
- Transparencies
- Programmed Learning Materials
- Slides
- Video Clippings
- Audio lessons
- Role Play
- Dramatization

Some of the instructional materials prepared by the institution are

- Teaching materials on course content
- Lesson plans on various models of teaching
- Micro teaching lessons and feedback schedule
- Criticism class observation schedule
- Demonstration class observation schedule
- Video review schedule
- Documentary on social and environmental issues
- Research tools
- Albums of great personalities
- Reports of various activities

3.2.2. Give details on facilities available with the institution for developing Instructional Materials?

The available facilities in the institution for developing instructional materials are

- Library with adequate reading materials
- Computer lab with internet facilities
- Resourceful faculties
- Sufficient number of computers
- LCD Projector
- Video Camera

- Over head projector (OHP)
- DVD Players
- TV Sets, radios
- General and Departmental libraries

All these facilities exploited to the maximum so that the whole instructional process become lively and interesting.

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

The following technology related instructional materials were developed during the last five years

- Student blog
- Power point lessons
- Video lessons
- Transparencies
- Programmed learning materials
- Slides
- Video clippings
- Audio lessons
- Programmed learning material and video clippings
- Library with internet facility

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

a) Organised by the Institution

1. Training for preparing

- Lesson manuscript
- Lessons in models of teaching
- Micro lessons on teaching skills
- Tools for collecting data for practical work
- Power point presentations
- Documentary
- Social useful products
- Eco friendly teaching aids
- Charts
- Video Lessons

- 2) Training programmes on life skills and soft skills conducted by equal opportunity cells on 20th January 2011.
 - 3) Training in floriculture conducted by equal opportunity cell on 3rd March 2011
 - 4) UGC Sponsored National Seminar for “Educating Teacher Educators for Diversity” on 15th and 16th September 2011.
 - 5) Conducted and organized a national seminar on “Innovative Practices in Educational Research” on 3rd December 2010.
 - 6) Organised a programme on Women Empowerment through Gender Sensitization by equal opportunity cell on 14th December 2010.
 - 7) Organised Seminar on “Differential Abilities” by equal opportunity cell on 27th January 2011
 - 8) Organised a seminar on “Multiple Intelligence” on 10th February 2011
 - 9) Organised a seminar on “Creation and Abortion” by equal opportunity cell on 11th February 2011
 - 10) National Seminar on “Changing Horizons in Educational Research” on 5th March 2013.
 - 11) Organised a National seminar “Onchanging Contours of Higher Education” on 7th March 2014
 - 12) Organised a International Seminar on “Kaizen in Academics” on 11th February 2014.
 - 13) Organised a seminar on “Cancer awareness and Detection” on 22nd February 2012
 - 14) Organised a National seminar on “Research Methodology” on 6th March 2012 to 8th March 2012
 - 15) Organised a Seminar on “Women Empowerment” on 26th September 2012
- b) Attended by the staff
(specified in the criteria No.3.1.4)
 - c) Training provided to the staff
IMG Training Programme for non teaching staff

3.2.5. List the journals in which the faculty members have published papers in the last five years

Dr.R.Krishnakumari

Sl.No.	Title of Paper	Name of Journal/Vol/Issue/pg
1	Science and spirituality both sides of the same coin	Journal of Studies in teacher Education, Vol 5 Issue 2 July 2010
2	Availability and utilization of Mass Media among Secondary School students	GCTE Journal of Research and Extension, Vol 7 issue 1 Jan 2012
3	Occupational stress among the heads of Higher Secondary School Teachers	Journal of Research and Extension
4	Including the Excluded – Challenges and Issues	Journal of Studies in Teacher Education, Vol 4 Issue 2 December 2011
5	Attitude of B.Ed Trainees towards student evaluation of teachers	Academia, Vol 1 No.1 November 2012
6	Book Review – Indian Philosophy and its social concerns	Journal of studies in Teacher Education, Vol 5 (2) December 2012

Dr.Abdul Kader Parambat

Sl.No.	Title of Paper	Name of Journal/Vol/Issue/pg
1	Stress among Heads of Primary Schools	GCTE Journal of Research and Extension Vol 3 Issue 2 July 2008 42-45
2	Emotional maturity of Visually impaired and hearing impaired secondary school students	Journal of Studies in Teacher Education, Vol.6 Issue 1, 13-21
3	Stress and Professional Efficiency of the heads of Primary Schools in Kerala	Perspectives in Psychological Researches. Vol 25 issue 1. 34-36

Dr.Indira. K.

Sl.No.	Title	Name of Journal/Issue /Dt.
1	Human Rights awareness among B.Ed trainees	Gurujyothi Research and reflections Jan 2011 Vol 5 (1) pg 27-30
2	Effect of Value Pattern and motivational Variables on achievement in Physics of secondary school	Edutracks Nov 2011 Vol II No.3. Pg 27-30
3	Attitude of secondary school teachers towards implementing Adolescence education in Malappuram District	Journal of Studies in Teacher Education December 2012 Vol 5(2) pg 56-61
4	Relation between Scientific Attitude and emotional adjustment among Secondary School students of Kozhikode	Journal of studies in teacher education Jan 2013 Vol 6 (1)
5	Influence of Social networking sites on Prospective teachers	EDUSEARCH Dec. 2014 pg 49-56
6	A Study of the Perception of College students and Teachers towards Campus unrest	Journal of Studies in Teacher Education, Vol.1(1) Jun.2008. P.32-37
7	Teaching Science in Elementary & Middle Schools. A Cognitive and Cultural Approach. Book Review.	Journal of Studies in Teacher Education, Vol I (2) Dec.2008.P
8	Research – Breaking New Grounds	Edutracks. Vol.8 No.6, Feb 2009 P-39
9	Dietary Habits and Rural and Urban Children	Journal of Extension & Research Vol XII (1) July 2009. P 47-49

Dr.K.Ramakrishnan

Sl.No.	Title	Name of Journal/Issue /Dt.
1	Critical Pedagogy – Away to Vibrant Democracy	Research and Extension in Education, Vol5, Issue 2, July 2010
2	A Study of Listening Comprehension in English Among Secondary School Students of Kozhikode District	Journal of Studies in Teacher Education Vol 6, Issue 1, June 2013
3	Role of Mothers Forum in the Emerging School Situations of Kerala	Journal of Studies in Teacher Education Vol 1, Issue 1, June 2008

4	Scholastic Motivation of Secondary School Pupil's in relation to Intelligence	Journal of studies in Teacher Education Vol.2, Issue 2 December 2009
5	Scholastic Motivation of Secondary School Pupil's in relation to Self Concept	Journal of Extension and Research 2013
6	Impact of 'Ente Maram' Project. A Study among Secondary School students	Journal of Studies in Teacher Education, Vol.6, Issue 2 Dec.2013

Elizabath.B.John

Details of Publications

Sl. No.	Title of Paper	Periodical/Journal/Magazine	Issue No. with Page No.
1	Effectiveness of Co operative Learning Strategy in Mathematics Instruction	Research Journal (Peer reviewed – Bi-annual) Research and Pedagogic Interventions (ISSN 2277 – 3991)	Vol I - Issue 2 – July 2012 - Page 44 - 49
2	Prospective Teacher Educators' perception towards Cooperative Learning Strategy	Education India Journal: a Quarterly Referred Journal of Dialogues on Education (ISSN – 2278 – 2435)	Vol 1 – Issue 4 – November 2012 – Page 121 - 152
3	Social Skills of the Deprived	Journal of Studies in Teacher Education (ISSN -2229 502x)	Vol 6 – Issue I – June 2013 – Page 59 - 65
4	Effect of Co operative Learning Strategy on the creative thinking skills of Secondary School Students of Kozhikode District	IOSR Journal of Humanities and Social Sciences (IOSR – JHSS) (ISSN 2279 – 0837)	Volume 19 Issue 11 Ver. VI(Nov.2014) Page 70 - 74
5	Co operative Learning in our Mathematics classrooms: A teacher attitude direction	Compendium of Abstracts and Proceedings – International Education Mect 2012 ISBN 978-93-5067-101-6	Page 42

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

Award of doctoral degree

Dr.Abdul Rasheed Poozhithara, Assistant Professor in Arabic Education awarded Ph.D in Arabic from University of Calicut in February 2010.

Doctoral Degree awaited

- Smt.Smitha.E.T., Guest lecturer in Natural Science
- Smt.Elizabeth .B.Joh, Guest lecturer in Mathematics

Honors

All the Faculty members of the institution are members of the Board of Practical Examinations under Calicut University. Senior faculties serves as Chairman of the Board of Practical Examinations.

Table 3.4. Faculty and Position

Faculty	Position
Dr.R.Krishnakumari	Member, PG Board Studies, University of Calicut, Question paper setter, Kerala University, Member Confidential work PSC
Dr.Abdul Kader Parambat	Chairman of Practical Examination – Calicut University, Member of the UG Board, Calicut University, Resource person in SCERT, Question paper setter
Smt.Usha.M.	Chairman of the Practical Exam Board, Co-ordinator of the seminars organized by the institution,PSC confidential work, Pareeksha Bhavan, Poojapura, Kerala University question paper setter
Dr.K.Indira	UG Board Member(Education) of University of Calicut, Chairman of Expert Committee Member for the revised M.Ed curriculum of Calicut University and Co-ordinator of the seminars (National and International)organized by the institution, Chairman of the Practical Exam Board, Guided students of MA Education (IGNOU), Guiding M.Ed students, Question paper setter

Dr.K.Ramakrishnan	Board of Studies member-Calicut Uty, Faculty Board member – Kannur Uty, Academic Council member-Calicut Uty, VT member –NCTE, Subject expert –KPSC , PAC member Diet - Kozhikode and Malappuram, Technical Advisory Committee member, Text book committee member – SCERT, Question paper setter – SSLC Kerala, HSS, B.Ed (Kerala , MG and Kannur Uty) Curriculum construction committee of B.Ed and M.Ed courses, Resource persons of SIEMAT, SCERT, QIP, Extending resource classes to Teacher Education institutions, Participated in primary school curriculum revision process, participated in total literacy programme as resource person, Guiding Ph.D,M.Phil and M.Ed students, Submitted dissertations (22 Calicut and 3 IGNOU), Comprehensive educational development project for the students upto Higher secondary level, Study material prepared for the proposed B.Ed course.
Sri.K.P.Hussain	Editor of the Journal during the year 2010 to 2013, ‘Voice of Sports’, Co-ordinator of the seminar sponsored by UGC Academic Staff College, conducting health awareness classes
Dr.Abdul Rasheed Poozhithara	Member UG Board studies , University of Calicut, Chief examiner of B.Ed (Arabic)-Calicut Uty. Practical Examiner of B.Ed Arabic Calicut Uty., SSLC question paper setter, Chief examiner Arabic teachers exam, External examiner of B.Ed, Kannur and Kerala Uty., PSC confidential work
Sri.V.K.Santhosh Kumar	Chairman of Practical Exam Board, Question paper setter B.Ed, Uty of Kerala, Higher secondary level, Confidential works PSC, Member – Faculty of Education, Kerala and Calicut Uty. Member Board of Studies in Education, Kerala University, Member Council of Teacher Education, Member NCTE visiting team, Judge Social Science fair State Level, Chief Examiner B.Ed theory examination, Uty of Kerala and Uty of Calicut, Faculty in charge of various seminars organized by GCTE TVM and Calicut, Confidential work for Kerala Higher secondary Directorate

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

A Minor Research Project –“Isolated and combined effect of walking and yogasanas on health related physical fitness and bio chemical variables among teacher trainees “ sponsored by UGC.

This project is undertaken by Sri.K.P.Hussain, Associate Professor in Physical Education.

Research Undergoing

Undergoing a UGC sponsored Minor Research Project entitled “Development and Validation of a Life Skills training programme for Autistic children” undertaken by Dr.K.Indira, Assistant Professor in Education.

3.3. CONSULTANCY**3.3.1. Did the institution provide Consultancy service last 5 years, if yes give details.**

Yes, provides assistance to M.Ed. M.Phil and Ph.D scholars to prepare tools for data collection

Research Consultancy

The research committee takes initiative in giving guidance in topic selection, construction and standardization of tools, data collection, data analysis and report writing within the institution.

Academic Consultancy

The institution renders helps to high school teachers in using new strategies for curriculum transaction and evaluation. Conduct classes on research methodology, render services as academic councilors.

Career Consultancy

The faculty members of the college serves as subject experts in various interview boards conduct career guidance, seminars and workshops. The institution provides career guidance to alumni and the unemployed youth. Conduct health

education classes for various organizations. Faculty members giving research guidance to M.Phil, M.Ed and Ph.D students of Calicut, Kerala, Kannur and MG Universities and also giving guidance to IGNOU students.

Community Linked Consultancy

Students and staff are outing as evaluation in arts festival/sports meet nearby schools. Faculty members are serving as resource persons at schools and social clubs and community groups.

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

Yes. Faculty members are competent to undertake consultancy services in the following areas:

- Career Guidance
- Curriculum transaction and evaluation
- Research Consultancy
- Service delivery
- Health and hygiene
- ICT in education
- Guidance and Counseling

Table 3.5. Faculty and Competencies of Consultancy

Sl.No.	Name of Faculty	Area of Competency
1	Dr.R.Krishnakumari	Member, PG Board Studies, University of Calicut, Question paper setter, Kerala University, Member Confidential work PSC, Subject expert, Research Guidance to M.Ed Students, Research Guidance for Ph.D Research work, Guided M.Phil students of Annamalai Uty
2	Dr.Abdul Kader Parambat	Chairman of Practical Examination – Calicut University, Member of the UG Board, Calicut Univesity, Resource person in SCERT, Question paper setter, NCTE –VT member inspected various colleges in Karnataka, TN and AP, Research guidance to M.Phil and M.Ed students, Guiding research to Ph.D work

3	Smt.Usha.M.	Chairman of the Practical Exam Board, Co-ordinator of the seminars organized by the institution, PSC confidential work, Pareeksha Bhavan, Poojapura, Kerala University question paper setter, Subject expert, CTE member of Appeal Committee, State Science Fair 2012, Judge for the State Science Fair 2013
4	Dr.K.Indira	UG Board Member(Education) of University of Calicut, Chairman of Expert Committee Member for the revised M.Ed curriculum of Calicut University and Co-ordinator of the seminars (National and International)organized by the institution, Chairman of the Practical Exam Board, Guided students of MA Education (IGNOU), Guiding M.Ed students, Question paper setter, Member CTE,AIAER , Undergoing UGC Minor Research Project
5	Dr.K.Ramakrishnan	Board of Studies member-Calicut Uty, Faculty Board member – Kannur Uty, Academic Council member-Calicut Uty, VT member –NCTE, Subject expert – KPSC , PAC member Diet -Kozhikode and Malappuram, Technical Advisory Committee member, Text book committee member – SCERT, Question paper setter – SSLC Kerala, HSS, B.Ed (Kerala , MG and Kannur Uty) Curriculum construction committee of B.Ed and M.Ed courses, Resource persons of SIEMAT, SCERT, QIP, Extending resource classes to Teacher Education institutions, Participated in primary school curriculum revision process, participated in total literacy programme as resource person, Guiding Ph.D,M.Phil and M.Ed students, Submitted dissertations (22 Calicut and 3 IGNOU), Comprehensive educational development project for the students upto Higher secondary level, Study material prepared for the proposed B.Ed course.

6	Sri.K.P.Hussain	Editor of the Journal during the year 2010 to 2013, 'Voice of Sports', Co-ordinator of the seminar sponsored by UGC Academic Staff College, conducting health awareness classes
7	Dr.Abdul Rasheed Poozhithara	Member UG Board studies , University of Calicut, Chief examiner of B.Ed (Arabic)-Calicut Uty. Practical Examiner of B.Ed Arabic Calicut Uty., SSLC question paper setter, Chief examiner Arabic teachers exam, External examiner of B.Ed, Kannur and Kerala Uty., PSC confidential work
8	Sri.Santhosh Kumar.V.K.	Chairman of Practical Exam Board, Question paper setter B.Ed, Uty of Kerala, Higher secondary level, Confidential works PSC, Member – Faculty of Education, Kerala and Calicut Uty. Member Board of Studies in Education, Kerala University, Member Council of Teacher Education, Member NCTE visiting team, Judge Social Science fair State Level, Chief Examiner B.Ed theory examination, Uty of Kerala and Uty of Calicut, Faculty in charge of various seminars organized by GCET TVM and Calicut, Confidential work for Kerala Higher secondary Directorate
9	Smt.Priya Kemal	IQAC Co-ordinator
10	Smt.Anitha.K.D.	Full Additional charge as librarian when working as HSST, Conducted examination chief, Took classes organized by 'Souhruda' Club of GHSS, Cheruthiruthi
11	Sri.Vijayan	Worked as expert in the text book preparation workshops conducted by SCERT
12	Smt.Elezabath.B.John	Organising member/subject co-ordinator of the National level workshop
13	Smt.Smitha.E.T.	Organising member and co-ordinator of the National level workshop

3.3.3. How much revenue has been generated through consultancy in the last 5 years. How is the revenue generated shared among the concerned staff members and the institution?

No revenue has been generated, since all the services provided by the institution are informed and free of cost on the basis of academic interest and social commitment.

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

Not applicable

3.4. EXTENSION ACTIVITIES:

3.4.1. How has the local community benefited from the institution?

(Contribution of the institution through various extension activities, outreach programmes, partnering with NGO's and GO's)

As a part of the co-curricular activities of the college, the institution renders extension activities.

Patterning with NGO's and GO's and the general public

The college is a regular venue for the following

- Educational and cultural Programme of the public
- Trade fairs
- Public meetings
- School youth festivals, Science fairs, work experience fair etc
- Public Seminars
- Coaching classes for various competitive exams
- Visited old age home and Asha Bhavan for providing food and clothes
- Conduct classes regarding adolescent problems
- Conduct Aids day awareness programmes
- The students a of the college carried an educational survey as part of their curriculum
- Module preparation and in-service training programmes of the General Education Department
- Provide assistance both in cash and in kind to needy students of neighbouring schools

Extension Service

Faculty of the college render their service for the following:-

- Framing curriculum for the University and General Education Department
- As judges in Science/Social Science/Mathematics Fairs and youth festivals in the state and district level.
- Free tuition to the poor students of the nearby schools
- Conduct classes on counseling, value education ,Educational guidance, Physical and Health Education classes etc for the teachers and students of neighbouring schools

Other Programmes

- Regular visits to old age homes to give financial assistance and distribution of clothes
- Students of this institution conducts rally against social injustice
- Shady trees and medicinal plants were planted in the college premises and hostel by the support and assistance given by ‘Vanasree’ as part of the environmental day celebration

3.4.2. How has the institution benefited from the community?

(Community participation in institutional development, institution-community networking, institution-school networking etc)

The institution has benefitted from the community in various ways.

Community Participation

- The college gets support from the representatives of local self government and legislative assemble for the developmental activities.
- Eminent personalities from the local community actively participate in the college development programme.
- Resource persons from different walks of the society visit the institution and interact with the staff and trainees.
- The students and staff of the college can participate in the programmes organized by various agencies in the college premises
- Local peoples from various localities participated in the college activities
- Parent participation in PTA meetings

Community net working

- Link with nearby schools and colleges
- Seeks help from the nearby hospitals in emergencies
- Seeking helps from nearby local police station

School Net working

- Institution collaborates with nearly 15 schools for teaching practice
- School teachers give their service through demonstration classes, curriculum awareness classes etc

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

The institution plans to

- Give regular and free tuition to all weak students of the attached Govt. Model Higher Secondary School.
- Conduct social service
- Conduct Seminars on topics of Social Relevance
- Provide assistance both in cash and in kind to needy students of neighbouring schools
- Community living programme in a remote area
- Provide a basic awareness in mathematics and environmental science to the people of selected localities

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

Yes. The institution conducted free tuition programmes for the poor students of nearby school and also provide financial assistance and other material assistance to needy students of the nearby school.

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

The College undertakes the following activities

- Conducting college union election in a democratic manner and assigning various duties and responsibilities to the students

- National and international days of importance are celebrated in the college to inculcate the spirit of nationalism, patriotic feelings and international understanding among students.
- Various extension activities and outreach programmes of the college provides opportunities to acquire social and citizenship values
- Community living camp helps to develop democratic values and social commitment among the teacher trainees
- Seminars, workshops and other activities of the college helps to develop social attitude among the teacher trainees
- Moreover the curriculum itself encompasses social and citizenship values and skills

3.5. COLLABORATIONS

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

The institution has linkage with:

- University grants Commission (UGC)
- Ministry of Human Resource development (MHRD)
- National Assessment and Accreditation Council (NAAC)
- National Council for Teacher Education (NCTE)
- National Council of Educational Research and Training (NCERT)
- National Institute for Educational Planning and Administration (NIEPA)
- Centre for Cultural Relations and Training (CCRT)
- Centre for Environmental Education (CEE)
- Regional Institute of Education (RIE)

UGC provides financial support for the faculty development and, instructional and infrastructural development. Its publications are supplied at free of cost. MHRD had provided funds for conducting in-service training for high school teachers. NAAC and NCTE assist the institution to ensure the quality of teacher training programme. NCERT, NIEPA, CCRT, CEE and RIE provide material and guidance lines for curriculum development

3.5.2. Name the International Organizations, with which the Institution has established any linkage in the last five years. Detail the benefits resulted out of such linkages

- International Association of Education for World Peace (IAEWP)
- The faculty members have been invited to take part in seminars, workshops, symposia held by the organization
- Encourages and develops peace culture among the faculty and students

3.5.3. How did the linkages if any contribute to the following?

- **Curriculum Development**

Collaborations with the national and International agencies provide opportunities to the faculties in understanding the developments in the area of education. The reflections of the Seminars, Workshops etc helped the faculties to suggest modifications and innovations in the B.Ed curriculum. Education for Peace is a major concern of the teacher education curriculum in the Curriculum Framework 2005.

- **Teaching**

The concept of Education for peace is incorporated in the learning activities of the trainees. The faculty members adopt modern instructional strategies and Pedagogy by interacting with learning community.

- **Practice Teaching**

Trainees are directed to incorporate the concept of peace , co-operation, equality etc in their teaching , learning activities. DIET, SERT and NCERT helped us to realize the changes made by the state in the secondary school curriculum which enable the faculty to train student teachers in innovative strategies of lesson planning.

- **Research**

The Faculty members were able to undertake Minor Research Projects, Research Supervision, published research papers in reputed journals and participate in the various Research conferences.

- **Consultancy**

The Institution provides Research and Academic consultancies to scholars under the guidance of faculty members

- **Extension Activities**

The institution extends its help to old age homes and poor students of nearby schools by providing financial assistance and material assistance.

- **Publication**

The faculty members of the institution publish theoretical and research papers in National and International journals. Faculty members serve as the member of the review committee of reputed journals . Some of the faculty members publish their research articles in national and international Seminar proceedings.

- **Student Placement**

Many of our students get placement in schools and colleges in various institutions.

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

The institution has mutual linkage with school sector and community sector.

Table 3.6. Institution School Linkages

Nature of Linkage with School	Activities
Teaching	<ul style="list-style-type: none"> • Maintains good relationship with practice teaching schools • Teaching practice in schools of two districts • School teachers conduct demonstration classes for student teachers • Extra class to students of below average in performance

Extension	<ul style="list-style-type: none"> • Give free tuition for needy students of the nearby schools and provide learning materials for them
Infrastructure Facilities	<ul style="list-style-type: none"> • Facilities of the College like Seminar Hall, library , etc given for schools for their programmes

Institution Community Linkages

- Awareness Programme and Guidance service to the community under auspicious of the guidance cell
- Club activities
- The college auditorium and premises for conducting festivals of schools and community
- Judges to evaluate the competitions in connection with youth festivals, Science, Social Science exhibitions and fair

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

Yes. The college taken keen interest to ensuring the following

- Guidance and supervision for preparation of lesson manuscript
- The teaching practice session is designed after consultation with the concerned school authorities
- The senior teachers of the concerned subject are entrusted to collect the lesson plan and assess the suitability of learning aids before the delivery of the classes by the trainees.
- Continuous monitoring during practice teaching
- The concerned teachers evaluate the classes of the trainees and give feedback and collecting feedback from school personals also
- Continuous interaction with school faculties to get feedback about performance
- Supervision for preparing diagnostic test and achievement test
- Regular visits to schools for rectification of lesson manuscript
- Assessment of reflective journals
- Review of records of teaching practice

- Assessment of the utility and the relevance of teaching aids used
- A final evaluation report on the performance of the teacher trainee is prepared by the concerned senior teacher and is send to the college in a prescribed feedback from

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

Faculty members serves as a subject experts and resource person in teacher education institutions high school and higher secondary schools

- All the faculty members serves as a member of Board of Studies (PG) and (UG) at University of Calicut
- All the faculty members serves as chairman/Chief/additional examiners of B.Ed practical and theory examinations
- The faculty of the college regularly contribute in curriculum development/text book preparation/setting question papers for schools in Kerala
- The faculty contributes in preparing modules for the training of school teachers and collaborates with schools by taking classes and acting as judges in their festivals and fairs.
- The college regularly invites faculty of universities and other colleges for seminars and talks and likewise sends its faculty to deliver guest teachers in other colleges.

3.6 BEST PRACTICES IN RESEARCH, CONSULTANCY AND EXTENSION

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

The institution supports and encourages faculty members to conduct research and extension activities. To enhance the quality of their work the institution allows them to avail of its various facilities like internet, computer lab and library.

The institution encourages the faculty and students to attend and present papers in various National and International seminars and workshops. Faculty undertake Minor Research Projects with the financial assistance of UGC. Faculty members provide research consultancy to research scholars of various universities. The college has a site in which the faculty can publish their work

3.6.2. What are the significant innovations/good practices in Research, Consultancy and extension activities of the institution?**Research Oriented Programmes**

The Institution has a Research and Publication Committee.

- The committee reviews the various research activities of the faculty
- Research Committee motivated the faculty to carry out Research and Publication.
- The institution introduced an innovative practice in the conduct of Research Oriented Community Living Camp with a module prepared scientifically practiced and documented.
- The teacher trainees are encouraged to undertake Research Oriented Project work as part of the curriculum
- The institution extends its service to High School teachers in using new strategies for curriculum transactions and evaluation

Extension Service

- The institution provides career guidance to the unemployed youth
- Institution provides research consultancy to M.Ed, M.Phil and PhD students
- Faculty members of the college conducts free physical fitness training for local peoples and students during summer vacation.

Resource Support**Faculty members provide resource support in**

- Module preparation and in-service training programme of the General Education Department
- Preparing text books and hand books for General Education
- Serving as Judges in Science, Social Science and Youth festivals in district level competitions
- Serving as evaluators for M.Ed and B.Ed valuation programme
- Setting question papers for various examinations
- Framing University, Higher Secondary and High School Curriculum

3.6.2. What are the major measures adopted by the institution to enhance the quality of research, consultancy and extension activities during the last five years?

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

1. What are the main evaluative observations/suggestions made in the first assessment report with reference to ‘Research, consultancy and extension’ and how have they been acted upon?

Suggestions by NAAC team	Action taken by the College
Though research is encouraged among faculty members and students, no financial and other support such as leave facility, appointment of substitute teachers provided	Part time research and full time FDP research opportunities are given to the permanent faculty members
Teachers lack awareness regarding funding agencies such as CSIR, ISSR and DST etc	By means of talk by an eminent resource person from the field of research teachers were equipped with the knowledge regarding major funding agencies and its procedural knowhow
Only one faculty is a PhD guide	Two faculty members of the institution serve as research guides
Consultancy does not exist	Offers consultancy in areas of research, academics, career and community link. Provides assistance to PG and Research students to prepare tools

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

The institution promotes a favorable climate for doing research by the faculty members and supports their participation in academic bodies and organizations. Most of the faculty members conduct research works and gets their works published in major journals.

Two of our senior faculty members are research guides. We encourage our M.Ed students also to undertake research projects and action research during their course. We are on the way to develop ourselves as a research center of education.

CRITERION IV

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 PHYSICAL FACILITIES

4.2 MAINTENANCE OF INFRASTRUCTURE

4.3 LIBRARY AS A LEARNING RESOURCE

4.4 OTHER FACILITIES

**4.5 BEST PRACTICES IN INFRASTRUCTURE AND
LEARNING RESOURCE**



4.1. PHYSICAL FACILITIES

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

The College has sufficient physical infrastructure as per NCTE norms to conduct B.Ed and M.Ed courses. The college has a total built up area 2750 sq.meters, 3.90 acres of land. The institution has well furnished physical infrastructure in terms of classrooms, Administrative office, Principal's Room, Faculty Cubicles, Library, Computer Lab, Language Lab, Technology Lab, Psychology lab, Physical Science Lab, Natural ScienceL, Physical Education room, Guidance and Counseling Room, Placement Cell Room, Pedagogic Park, Craft Room, Seminar Hall, Multipurpose Hall, Guest Room, Hostel, Ladies Common Room, Store Room, Play Ground, basic amenities like separate toilets for staff and students, drinking water facilities, telephone, coffee counter and vehicle shed.

The master plan of the institution is attached as Appendix 4(A)

Table 4.1. Facilities provided by the College

Sl.No.	Description	Room No.	Length in meter	Breadth in meter	Carpet area in Sq.meter
1	2	3	4	5	6
1	Class room exclusively for M.Ed Course	1	7.62	7.62	58.06
2	Class room for Physical Science	1	7.62	7.62	58.06
3	Physical Science Lab	1	7.62	7.62	58.06
4	Class room for Natural Science	1	9.52	7.62	72.54
5	Natural Science Lab	1	7.62	6.32	48.16
6	Class Room for Social Science	1	9.18	7.35	67.47
	Class Rooms (6)	6	5.40	5.40	174.96
9	Principal Room	1	11.15	6.10	68.00
7	Administrative Office	1	7.62	6.10	46.48
	Faculty (16 cubicle)	16	2.85	2.35	107.16
7	Auditorium (Multipurpose hall)	1	21.37	7.35	157.07
	Computer Lab	1	5.40	5.40	29.16
	Language Lab	1	11.18	5.40	60.37

8	Psychology Lab	1	5.40	5.40	29.16
	Library	1	20.19	9.55	102.85
	Reading Room	1	5.70	3.35	19.09
8	Seminar Hall	1	20.10	9.55	102.85
9	Guidance Cell	1	8.17	5.09	48.02
10	Ladies Waiting Room	1	8.00	8.00	64.00
11	Boys Common Room	1	8.00	8.00	64.00
12	Health Club	1	6.85	5.90	40.42
13	Educational Technology Room (ET)	1	7.62	6.10	46.48
14	Sports Store Room	1	2.75	2.75	7.56
	SUPW Room	1	5.40	5.20	28.08
	Pedagogic Park		15.50	14.00	217.00
15	Psychology Lab	1	5.40	5.40	29.16
16	Retiring Room 1	1	5.80	4.95	28.71
	Retiring Room 2	1	4.95	4.45	22.03
	VIP Launch	1	6.90	2.92	20.15
	Visitors Launch	1	5.15	5.00	25.75

Bathroom

Male: 7 Nos

17	Men's Common Room	1	2.08	1.35	2.81
18	Room of Associate Prof. Outer	1	2.42	1.35	3.27
19	Men's (3 Nos)	3	1.50	1.20	5.40
20	Staff Retiring Room	1	1.54	1.20	1.85
	Library	1	1.80	1.20	2.16

Female: 8 Nos

	Ladies Waiting Room	1	1.28	1.25	1.60
	Ladies Waiting Room	1	1.28	1.20	1.54
	Associate Prof. Outer	1	2.42	1.15	2.78
	Ladies 3 Nos	1	1.50	1.20	5.40
	Seminar Hall	1	1.98	1.23	2.44
	Principal's Room	1	2.50	1.85	4.60

4.1.2. How does the institution plan to meet the need for augmented the infrastructure to keep pace with the academic growth.

The College has augmented the infrastructure to keep pace with the academic growth and other requirements. The Infrastructure facilities of the institution have improved largely during the last 4 years.

Being a government college, funds for the development of infrastructure are provided mainly by the Government of Kerala and the UGC. To meet the additional expenditure relating to the maintenance and beautification of the campus, the college relies on the PTA fund. The Alumni Association fund is an additional resource at the disposal of the college and will be utilized for constructing a Vehicle shed and a Coffee counter.

A request has been submitted to make adequate allocation from the MP fund to meet the expenditure for setting up an EDUSAT Interactive Terminal in the college. Another proposal has been submitted to the Rotary Club, Calicut to sponsor learning equipments viz., Sara Text reading Machine, Prisma CC Television and JAWS for blind students amounting to Rs.2,70,000/- Moreover the existing infrastructure has been restructured and utilized to realize the objective of academic growth.

The UGC has recently sanctioned Rs.1 crore for the construction of a building and the amount is intended to be used for an additional floor to the existing library and academic block.

- The library and various method laboratories were renovated.
- A well furnished seminar hall is set up with modern facilities
- Computerized library with reprographic facilities, office automation, modernized class rooms, well equipped computer lab and subject labs have augmented the academic activities of the college.

4.1.3. List the Infrastructure facilities available for co-curricular activities and extracurricular activities including games and sports

The following infrastructure facilities are available in the institution for conducting co-curricular activities and extracurricular activities including games and puzzles.

- Multipurpose hall
- Spacious auditorium
- Well equipped seminar hall

- Work experience lab
- Library with internet facility
- Computer lab with internet facility
- Psychology lab
- Physical Science Lab
- Natural Science lab
- Technology lab
- Language lab
- Reprographic facilities like printer, scanner and photocopier
- Display boards
- Audio visual equipments
- Guidance and counseling room
- SUPW room
- Pedagogic Park
- Health Club
- Sports Store Room
- Outdoor game facilities such as play ground for badminton
- Items of indoor games like chess and caroms
- Items of health and physical fitness such as thread mill, exercise cycle, abdominal exercise machine etc

4.1.4. Give details on the physical infrastructure shared with other programmes of the institution or other institutions of the parents society or the university

The above mentioned infrastructural facilities are purely meant for the existing B.Ed and M.Ed programmes of the college and is not shared by any other institution or other programmes. However the playground of our college is presently shared by our Lab School i.e., Govt.Model Higher Secondary school, Kozhikode. Besides the Lab School has its own extensive building facilities.

- Our multipurpose hall and seminar hall are the venues for various competitions .
- The college allows its audio-visual facilities and materials to be used by the other institutions.
- Our library is utilized by the student teachers of the nearby training colleges.
- Two classrooms of the college are being utilized by the attached Government Model Higher Secondary School to run its classes.
- The play ground of the college is shared by the school
- The college is also performed as the centre of PSC and UPSC examinations

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

- Separate rest rooms and toilets are available for ladies and gents
- The college has one water purifier and a water cooler for supplying purified drinking water
- There is two water tanks with a capacity thousand litre each
- Dustbins and incinerators are available in the college as well as in hostels.
- A health club is functioning in the college with adequate equipments for physical fitness.
- The college conducts various classes based on health and hygiene in collaboration with nearby hospitals.
- Coffee vending machine is provided in the college.

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

- The college has a hostel for the ladies
- The hostel has an intake of 28 student teachers with 12 rooms
- The inmates are provided with the indoor and outdoor game facilities like carom board, shuttle rackets and cocks
- Sufficient bathroom and toilet facilities and constant supply of water is ensured in the hostel
- Water purifier facility for inmates

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

There is provision for infrastructure development of the college in the budget.

- The major annual budget allocation resources for maintenance and development of the college include UGC development fund, PTA and Alumni Association Fund and the college development committee ensures the optimal and proper use of the budgetary allocations.
- The college an internal audit mechanism for the best utilization of funds. The faculty oversees the maintenance and repair of computers and other equipments.

The budget allocation and utilization funds in the last five years (in Rs) are given below:-

Items	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Building					7,00,000
Laboratories (PD account)			4201	68,100	
Furniture		2,21,215	5,19,027		
Equipments	70,653	2,68,323	5,09,248	2,78,501	1,78,250
Computers			3,03,257	4,76,820	
Transport/Vehicle					

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

The infrastructure of the college as per the norms of NCTE which is optimally used for all the scholastic and co-scholastic activities for which it is meant.

- The optimal use infrastructure facility is ensured by skillfully planned time table.
- Various method laboratories, language lab and computer lab are utilized by the student teachers.
- The multipurpose hall and seminar hall are used for organizing the state and national seminars, culture programmes, celebrations, intercollegiate competitions and debates.
- The Alumni programmes of the college have been celebrating regularly in a good manner

4.2.3. How does the institution consider the environmental issues associated with the infrastructure.

- The institution maintains a beautiful and plastic free campus
- Eco – friendly programmes are conducted in the college under the leadership of nature club.
- We also uphold the greatness of preserving nature by conducting poster competitions and rallies
- The college maintains a beautiful garden and a herbal garden
- The college celebrates environmental day. Our colleges have a rich culture by planting more and more trees in every year.

4.3. LIBRARY AS A LEARNING RESOURCE

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

- The institution has one professionally qualified librarian with M.LIS, degree. He is assisted by an attender on internal work arrangement basis.
- The library of this institution has been recently upgraded to a higher status

4.3.2. What are the library resources available to the staff and students? (Number of books – volumes and titles, journals – national international, magazines, audio visual teaching – learning resources software, internet access, etc.)

The library has sufficient learning resources for the staff and the student teachers.

Details of the learning resources available in the library

Resources	Availability
Total number of books	17290
Total number of titles	14381
Number of Journals International	03
National	14
Periodicals	30
Dailies	4
CD Rom	120
Thesis & Dissertations	100
* Software	Book Magic Software
*Internet Access	Yes

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

The institution has a library committee to systematically review the library functions. A library committee is constituted with three members in addition to the

Librarian for giving direction on all matters related to the organization and services of the library.

Composition of Library Committee

The members of the library committee are:-

- Principal (Chairperson)
- Librarian (Secretary)
- IQAC Co-ordinator
- Senior Superintendent
- Faculty representative
- Student representative (nominated)

Functions of the library committee

The major function of the library committee is to ensure the smooth functioning of library activities. The committee formulates rules, regulations and suggestions for the improvement of the library. The committee advises the librarian on the selection of books, journals, periodicals and magazines to enrich the library. The library advisory committee meets twice in a year.

4.3.4. Is your library computerized? If yes, give details.

The library is automated with Book Magic Software. Users can search bibliographic details of books, thesis, CD, reference books etc, through OPAC (online Public Access System)

4.3.5. Does the institution library have Computer, Internet and Reprographic facilities? If yes, give details on the access to the staff and students and the frequency of use

The library has fifteen computers with internet connections and are linked with printer and scanner.

The library provides reprographic facilities like photocopying, printing, scanning; CD/DVD writing etc; for this one network printer and a photocopier is available in the library.

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

The library has membership of INFLIBNET – N List. It provides access to e-resources to student teachers, researchers and faculty of the college. It can be accessed more than 3000 e-journals and 83000 e-books.

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

- The college library functions from 10 am to 5 pm on all working days (Monday to Friday) and from 10 am to 4 pm on Saturdays if the need arises
- The library is open around 284 days per year 8 hours per day.
- Library periods are allotted for student teachers subject wise for the better use of the library
- Extension of library hours is possible during examination days on request.
- The library works from 9.30 am to 4.30. pm during vacation.

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

The list of new arrivals are displayed in the library notice board and the new arrivals are placed on the new arrival shelf and students have free access.

4.3.9 Does the institution's library have a book bank? If year, how is the book bank facility utilized by the students?

All the optional classes have book bank library system which is utilized by the student teachers.

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

- For the convenience of visually and physically challenged persons the library is situated in the ground floor.
- Special seating arrangement is made for the visually and physically handicapped children near the entrance of the library.
- Assistance in selection and retrieval of books is provided and preference is given to such category of student teachers in issue and returns of books.
- Book in Braille script have been made available to them

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

- The institution has a well equipped computer lab with 13 computers. Staff and student teachers can make use of these facilities free of cost. The student teachers in small groups are given practical training in computer operations.
- Faculty and student teachers make use of Smart Boards, Computers, CD's, TV, DVD, Stereo, Tape Recorder, radio, Slides, LCD, OHP, White boards, Projector screen and other audio-visual facilities in our institution for teaching learning process.
- All classrooms are equipped with computers, LCD projectors and interactive blackboards.
- Student teachers are given training in handling these equipments and using them in making learning effective.
- The institution has a well equipped Language Lab with 19 Computers
- Specific hours have been allotted in the time table for ICT. The progress in ICT will be evaluated regularly by a lecturer in charge.

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

- The revised curriculum gives emphasis to techno pedagogical content knowledge analysis and hands on experience on computer application and incorporating technology into pedagogical transactions.
- Specific time is set apart for computer education in the timetable which ensures that every student teacher is given training in computer skills.

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

- A specific paper on techno pedagogy is included in the revised curriculum which ensures the incorporation of technology in curriculum transactional process
- The faculty and student teachers make use of blogging, power point presentations, videos, LCD Projectors, smart board and CD's in teaching learning process, LCD, OHP, Slide projectors, TV.

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

- Student teachers prepare power point slides, lesson transcripts, diagnostic tests and achievement tests using computers.
- Student teachers are trained to use internet facility for acquiring the latest knowledge in their respective subjects for the preparation of lesson plans.
- Student teachers make use of software's like online quiz makers, hot potatoes etc, in the teaching and learning process.
- Student teachers develop educational blogs and submit assignments online
- LCD Projectors, Over Head Projectors, Slide projectors, Television, VCD players and Tape recorders are used by teacher trainees for transacting curriculum.
- For the statistical analysis of the marks of achievement tests conducted during practice teaching is done by the trainees using MS Word and EXCEL. SPSS is used by M.Ed students for the analysis of their dissertation.

4.5. OTHER FACILITIES

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

- The institution has upgraded library, adequate number of classrooms, laboratories, computer facility and other learning resources.
- The classrooms are equipped with adequate furniture, computers and LCD projectors. Faculty and student teachers make use of all these facilities for the effective teaching learning process.
- The college organizes various seminars and workshops for educational development of the student teachers.
- The college library is open to the Research Scholars and teachers thus the institution shares its facilities beyond its programme.

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

There are various audiovisual facilities available in the institution.

- The college has desktop computers, laptops, interactive white board, LCD projectors, OHPs, Digital Camera, Visualizer, LCD TV, DVD players, White boards and green boards. Faculty and student teachers make optimal use of all these facilities in the teaching processes.
- Various learning materials like CDs, software's and power points based on content of various school subjects are also available in the college.
- The student teachers are motivated by the faculty to make use of these audio visual aids for learning and training.

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

The college has well equipped method laboratories to cater to the needs of the student teachers for effective learning. Various laboratories in the institution are computer lab, psychology lab, subject labs, Educational technology lab, language lab and work experience lab.

- Psychology Lab

A well furnished psychology lab is functioning in the college to make the student teachers to familiarize with various psychological tools and techniques.

- Technology Lab

An educational technology lab is functioning with adequate modern equipments to provide training in using technological devices in the classroom teaching. The student teachers are given hand on experience in using various equipments like visualizer, LCD, OHP, and Slide projectors. They are also given training in preparation of OHP transparencies, slides, charts and models.

- Method Lab

The college has separate science labs for Physical Science and Natural Science with the requires equipments for demonstrating and doing experiments. Also class attached laboratories are available for Mathematics, Social Science and Commerce.

- Computer Lab

A well furnished computer lab with more than 16 PCs and a printer connected to a LAN. The lab has 3 Kv UPS to ensure uninterrupted power supply. Internet access through broadband connectivity is provided in lab to provide the staff and student teachers access to the enormous web resources. For the visually challenged student teachers a computer with software 'JAWS' is reserved.

- Language Lab

The college has a well equipped language lab designed to improve the language competency of the student teachers. It is a fully computerized, futuristic lab with one teacher console and 18 student consoles. The software has provision to listen, respond, record and to re-listen, compare, and correct. The software also provides the teacher excellent control and evaluating options.

- Work Experience Lab

The college has a work experience lab where the student teachers are trained in socially and eco – friendly productive works like book binding, fabric painting, stitching, making paper bags, umbrella making, ornamental items, teaching aids etc.

There is special provision in the time table for the utilization of the Psychology lab, technology lab, computer lab and other method labs. Student teachers are divided into small groups so that each student gets sufficient time in the utilization of all the labs and equity.

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

- Multipurpose hall, which can accommodate nearly 250 students is equipped with public address system. LCD, TV, LCD projector and Computer. It is a venue for general assemble, conferences and other cultural events.
- A health club with height and weight measuring system, physical fitness equipments like abdominal exercise machine, treadmill, exercise cycle, dumb bells etc, is functioning in the college.

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

The faculty practices the diverse set of instructions by utilizing the various learning resources.

- All the classrooms are equipped with Computers, LCD Projectors and Interactive Boards and teachers as well as students make use of these facilities.
- The faculty utilize the library to the maximum extent and transact updated knowledge in the classroom.
- Student teachers are provided with opportunity for utilizing laboratories
- Participation in sports activities is made compulsory for student teachers
- Student teachers are also motivated to integrate newer technologies in the teaching learning process.
- The infrastructure facilities are utilized for various activities including community living camp

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

The major innovative practices related to use of ICT that contributed to quality enhancement are:-

- Using Blogs in teaching and learning
- Networking of computers
- E-content development
- Modern classrooms
- Preparation of webpage
- Broadband unlimited internet connection
- Computerized library with e-resources
- College website with new flash
- Enrollment in Inflibnet N-list
- Video recorded microteaching classes
- Online linkage with university
- Language lab

4.6.3. What innovations/best practices in ‘Infrastructure and Learning Resources’ are in vogue or adopted/adapted by the Institution?

The best practices in the ‘Infrastructure and Learning Resources’ adopted by the institution are:-

- Modernized library with e resources
- Modern classrooms
- Well equipped laboratories
- Generator facility for uninterrupted power supply
- Indoor and outdoor sports facilities
- Incinerator
- Herbal garden
- Language Laboratory
- Pedagogic Park

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

1. What are the main evaluative observations/suggestions made in the first assessment report with reference to ‘Infrastructure and Learning Resources’ and how they been acted upon?

Suggestions by NAAC team	Action taken by the College
Library software Book Magic version 4.0 has been recently installed but not being fully utilised	Orientation is provided to students regarding recent software updates in the library facilities, which is utilized optimally by the students and staff
Some more reputed refereed journals should be added in the library	Measures have been taken to purchase more journals to the library.

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

Our institution has made tremendous efforts to increase the infrastructure facilities of our institution. We have got a fund of about Rupees One Crore for the construction of a new academic block. All our class rooms are equipped with all modern technological facilities.

CRITERION V

STUDENT SUPPORT AND PROGRESSION



5.1 STUDENT PROGRESSION

5.2 STUDENT SUPPORT

5.3 STUDENT ACTIVITIES

**5.4 BEST PRACTICES IN STUDENT SUPPORT
AND PROGRESSION**

CRITERION V: STUDENT SUPPORT AND PROGRESSION**5.1. STUDENT PROGRESSION****5.1.1. How does the institution assess the student's preparedness for the programme and ensure that they receive appropriate academic and professional advice through the commencement of their professional educational programme (students pre requisite knowledge and skill to advance) to completion?**

Various academic activities are implemented by the institution considering the needs, interests and attitudes to assess the entry behavior of the student teachers.

Table 5.1.1. Assessment of student preparedness

Area of preparedness	Assessment mode	Follow up activities
Knowledge	<ul style="list-style-type: none"> English Language Teaching Ability test General Awareness Test Syllabus introduction 	<ul style="list-style-type: none"> Appitude of the Student teachers in introducing a lesson was subjected to scrutiny Enhancement of general awareness through group discussions, debates and information bulletin Group discussion was conducted on the major objectives of B.Ed programme stressing on the syllabus that was provided
Attitude and values	<ul style="list-style-type: none"> Sharing of thoughts and moral ideas Oral as well as written responses of perspectives on education Discussion on roles and challenges of teacher 	<ul style="list-style-type: none"> Imparting moral o thoughts and values in the form of short write ups. Interactive sessions on the role and importance of teacher in our society Sessions of interactions on teacher personality, teacher behavior and class room challenges
Skills	<ul style="list-style-type: none"> Presentation of various artistic talents Talent search Presentation of secondary school syllabus topics in optional classes to identify teaching skills 	<ul style="list-style-type: none"> Stage presentation to develop talents and other skills Cultural programmes to polish ones skill and to reduce ones stage fright Micro teaching and link practice for developing teaching skills Teaching practice sessions to equip the self for teaching IT enables teaching and learning

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

Our campus is functioning in a heritage building near “Mananchira” – artificial fresh water pond built by the Zamorin king Manavikrama the ruler of Kozhikode in 14th century - that itself inculcate cultural values and the students will be able to appreciate the beauty of nature. Improvement of the performance of the student teachers is triggered by the green and serene campus. Our campus and its atmosphere are ideal for inculcating varied academic and cultural talents that are often encouraged.

The institution ensures

- A conducive campus environment to establish a healthy rapport between students and teachers, among students, students and supporting staff.
- Free access to all facilities available in the institution for the development of student teachers.
- Natural growth without imposing undue restrictions on student teachers.
- Availability of attractive and well equipped library, laboratories, class rooms and other facilities.
- Knowledge exploration through, Seminars ,Open forums, Lectures by experts, Debates, Group discussions, Panel discussions, Field trips, Social orientation programmes, Research oriented projects etc.
- Active and participatory learning strategies
- Functioning of theatre activities, Club activities and other Co-curricular activities
- Redressal of the grievances of the stake holders
- Organising recreational activities

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

The drop-out rate is negligible in our institution. The male applicants and their enrollment for teacher education course are comparatively very low in the State. The gender-wise drop-out rate of students during the last five years are given below.

Table 5.1.2. Dropout rate of B.Ed students during the last five years

Academic Year	No. of Students admitted		No of Drop outs	
	Boys	Girls	Boys	Girls
2009-10	20	100		
2010-11	24	113		
2011-12	20	123		2
2012-13	23	128	1	4
2013-14	25	128	1	3

The drop outs during the course, especially in the beginning are because of getting good permanent placement.

Maximum exposure is provided for building confidence and opportunities are given for eliminating stage fright and shyness. Financial support is provided to the deserving students from PTA. Other stipends and lump sum grants from Government are drawn in time and disbursed in order to get dropped out due to personal and socio economic problems.

5.1.4. What additional services are provided to students for enabling them compete for the jobs and progress to higher education? How many students applied/qualified in SET, NET, Central/State services through competitive examinations in the last two years?

A career and placement cell is functioning in the college. Through this cell, the opportunities and vacancy position are disseminated to students. The teacher in charge provides awareness about the details of various jobs. Career talks are carried out periodically. Every year many students of our institution qualify NET, SET, CTET etc. Orientation and coaching for students in this regards is provided. The College library has ample reference materials for competitive exams like NET, SET, CTET and KTET and also subscribes career magazines.

Table 5.1.3. Number of students qualified in SET, NET &CTET/KTET

Year	SET	NET	CTET/KTET
2009-10	5	2	NIL
2010-11	4	7	1
2011-12	8	24	7
2012-13	16	7	1
2013-14	10	8	8

5.1.5. What percentage of students on an average goes for further studies/chooses teaching as career?

As we are getting the cream of students who have completed their post graduation there is very little chance of going for post graduate degree. We are proud to say that a very large number of students were going for M.Ed, M.Phil, Phd etc after completing their course.

5.1.6. Does the institution provide training and access to library and other education related electronic information, audio/video resources, computer hardware and software related and other resources available to the student teacher after graduating from the institution? If yes, give details of the same.

Yes, the institution provides the following facilities for the Alumni.

- Referring library resources
- Using computer hardware and software resources

5.1.7. Does the institution provide placement services? If yes, give details on the services provided for the last five years and the number of students who have benefited

As we don't have enough space to accommodate the placement group due to hectic academic schedule we ourselves supply our best projected to various esteemed institution all over Kerala and foreign countries through using online services. We are highly committed to see that our students are getting suitable placements through our networking with various institutions.

5.1.8. What are the difficulties (if any) faced by the placement cell? How does the institution overcome these difficulties?

The school starts from June and ends by March. Teachers are usually appointed before the re opening of schools. At present the B.Ed course is lagging 5 to 6 months behind normal schedule, which causes difficulty in timely placements. To overcome this difficulty the institution has already requested the concerned authorities to take necessary steps for starting the course by June itself.

5.1.9 Does the institution have arrangement with practice teaching schools for placement of the student teachers?

The student teachers are provided with ample opportunities to show case their teaching talents in various institutions which includes both Government and

aided ones. They get appointed on adhoc basis in Government and Aided institutions.

5.1.10. What are the resources (Financial, Human and ICT) provided by the institution to the placement cell?

The placement cell is functioning through the support of the PTA fund under the supervision of teacher in charge. Several programmes were conducted in collaboration with Guidance Bureaus and Placement Cell. The institution provides all available ICT facilities to the Placement Cell.

5.2. STUDENT SUPPORT

5.2.1. How are curricular (Teaching –learning processes) co-curricular and extra curricular programmes planned, (developing academic calendar, communication across the institution, feed back) evaluated and revised to achieve the objectives and effective implementation of the curriculum?

An academic calendar with which a year plan is incorporated , is formulated attaching great significance to curricular, co-curricular and extra curricular activities in the beginning of the academic year. The students provides feed back on a regular basis which enables to evaluate our curricular programmes. The final result of the students, University examination also comes handy in carrying out the evaluation of curricular programmes. The evaluation of teaching aspect of the curricular domain is well supported or assisted by the strenuous effort taken up the school mentors. The evaluation of teaching performance is indeed boosted by the valuable remarks and judgements put forward by the external examiners of the University.

The dates of election, inauguration of students Unions, Arts festival, Sports day, National days of celebration, days of commemoration and activities of various clubs are designed in common meeting under the guidance of the Principal, faculty and supporting staff and announced through a notice. The charges of various clubs are assigned to the respective faculty members who are expected to organize and conduct the programmes as per the pre planned schedule. The formal and informal meetings made stage for the teachers to make students aware of the various programmes that are planned. The schedule is displayed on the notice board.

5.2.2 How is the curricular planning done differently for physically challenged students?

The institution provides special books and dictionary in Braille script to the visually challenged. Considering their special needs, proposals are made to sponsor Sara Text Reading Equipment, Prisma TV and Jaws (a Software for Computer learning) audio cassettes specially prepared for them are made available for their effective learning. Permission to use scribes, extra time for examination and submission of assignments are some of the convenience provided. All other physically challenged students are provided with additional coaching if they approach the faculty members for help and guidance.

5.2.3. Does the institution have mentoring arrangements?

Yes Mentoring arrangements are made through

- Tutor' ward
- Peer teaching
- Collaborative and co-operative activities
- Study circles
- Guidance and Counselling
- Resource support
- Leadership training

5.2.4. What are the various provisions in the institution which support and enhance the effectiveness of the faculty in teaching and mentoring of the students?

The Institution is equipped with a well established

- Computer Laboratory
- Language Laboratory
- Educational Technology Laboratory
- Psychology Laboratory
- Library with access to internet

In addition to the above, the institution organised Seminars and Workshops to develop academic competency of the faculty. They are also allowed to participate in seminars. workshops, orientation and refresher courses. The experiences gained from various courses, seminars and workshops are effectively used in their classroom for effective transaction of curriculum and mentoring of

students. The staff council discusses various aspects and suggest measures for improvement.

5.2.5. Does the institution have its website? If yes what is the information posted on the site and how often is it updated?

The college has an official website – www.gctecalicut.in into which all information regarding every activities are regularly posted. It is updated regularly. The activities of every club like theatre club, film club, social club and the like along with every programmes conducted which includes the major events, awareness programmes , cleaning programmes etc are posted.

5.2.6. Does the institution have a remedial programme for academically low achievers? If yes, give details

Yes, on the basis of continuous and comprehensive evaluation low achievers are identified and provided with remedial programmes through

- Tutor's ward
- Peer teaching
- Collaborative and co-operative activities
- Study circles
- Guidance and Counselling
- Resource support
- Leadership Training

5.2.7 What specific teaching strategies are adopted for teaching (a) advanced learners and (b) slow learners?

Some of the Teaching strategies include:

a) For advanced learners

- Seminar presentation
- Individual projects
- Peer teaching
- Assignments

b) For slow learners

- Co operative learning
- Group projects
- Remedial teaching
- Tutorial work

c) Strategies that suits both advanced learners and slow learners.

- Supervised study
- Brain storming
- Reflective practices
- Multi level assignments

5.2.8 What are the various Guidance and Counseling services available to the students ? Give details.

- Educational Guidance
- Personal Guidance
- Personal Counseling
- Placement services
- UGC/NET,SET coaching

5.2.9 What is the grievance redressal mechanism adopted by the institution for students? What are the major grievances redressed in last two years?

The college has adopted a three – tier grievance redressal mechanism

- College Union
- Staff Council
- PTA

Grievance Redressed**Academic**

- Vacant teaching positions were filled
- Computer laboratory facilities increased
- Language laboratory and Psychology laboratory are functioning smoothly as required by the curriculum.
- Introduced post graduate course in education (M.Ed)
- Steps were taken to upgrade the College as a Research centre in Education

- Still pursuing to introduce B.Ed Computer Science and B.Ed commerce
- Steps were taken for making library completely digitalized
- Internet access (wifi) has been introduced in the Campus.
- All classrooms are equipped with LCD Projectors and Interactive Blackboard.

Basic Amenities

- Hostel facilities improved
- Drinking water facility made available
- Ladies common room constructed
- Establish cafeteria

Infra Structure

- Administrative block (Main building) renovated
- Provided computer cabins, reading table and journal racks in the library
- Purchased chairs for library and language laboratory
- Constructed vehicle parking slot

5.2.10 How is the progress of the candidates at different stages of the programme monitored and advised?

The whole programme can be considered in three stages for the B.Ed students

- **Pre - practice teaching**

During pre – practice teaching days, the performance of the student teachers in micro teaching, workshop practices, discussion lessons, demonstrations, and criticism classes are observed and suggestions are given to improve the performance.

- **Teaching Practice**

During teaching practice the concerned Teacher Educator observes the classes of the trainees and suggest the ways to improve planning and instruction, The subject teacher of the practice teaching schools observes the classes of trainees and gives suggestions to improve. They also submit a written feed back of the performance of the trainees to the college.

- **Post- Practice Teaching**

Other Practical works (Except those related to teaching) are evaluated.

Practical works related to theory, progress in theoretical foundations, health and physical education activities, club activities, community oriented programmes and curricular activities are monitored evaluated and advised continuously.

5.2.11. How does the institution ensure the students competency to begin practice teaching (Pre-Practice preparation details) and what is the follow up supporting the field (practice teaching) provided to the students during practice teaching in the schools?

(a) The institution ensures competency to the student teachers begin practice teaching by

- Providing a sound theoretical and practical knowledge about methodology, pedagogy and psychological principals.
- Acquainting with the High School curriculum
- Developing micro teaching skills
- Equipping skill in preparing teaching aids
- Equipping skill in preparing lesson plans (Discussion lessons)
- Observing demonstration lessons
- Simulation of teaching (Criticism lessons)

During Practice teaching, the efficiency of the student teachers are honed by providing feedback and suggestions to improve in planning and transaction by

- Peers
- Teacher of the concerned subject in the school
- Teacher educators in the college

5.3. STUDENT ACTIVITIES

5.3.1. Does the Institution have an Alumni Association ? If yes,

i) List the current office bearers

The institution has a very strong Alumni Association functioning under the leadership of Dr.K.Ramakrishnan, Assistant Professor, PG Department, Govt. College of Teacher Education, Kozhikode.

Position	Name	Designation
President	Dr.R.Krishnakumari	Principal, GCTE, Kozhikode
Vice President	Dr.P.Sreemanunni	
Secretary	Dr.K.Ramakrishnan	Asst.Professor, PG Department of Education, GCTE, Kozhikode
Joint Secretary	Sri.Sivanandan.V.M.	HAS
Members, Executive Committee	Sri.Sivanandan.V.M. Sri.Abhilash.T.K. Sri.Sivadasan.T. Smt.Laila.P. Dr.Minila Sri.Rajan.E.M. Smt.Shalima.V.K. Smt.Santhi Krishna Sri.Balakrishnan.K. Sri.Nihamath Dr.Indira.K.	HSA HSST Employment Officer (Retired, University of Calicut) Asst.Prof. Providence Training College for Women UPSA Research Scholar Retired Head Master Journalist Asst.Prof.GCTE, Kozhikode

(ii) Give the year of the last election

The office bearers were unanimously selected in the month of December 2014.

(iii) List the Alumni Association activities of last five years

- An Inter Collegiate quiz competition on 25/02/2010
- Sri.Karimpuzha Ramakrishnan memorial talk (2009-2010, 2010-2011,2012-2013)
- Donated an amount of Rs.28,000/- to Smt.Vineetha former B.Ed student facing a crisis in her life
- 1985-1986 B.Ed batch get together

(iv) Give details of the top ten Alumni occupying prominent position

1. Retired Rev.Father Maxwell Noronha (Former Bishop of Calicut diocese)
2. Late Dr.Sukumar Azhikode (Famous Man of Letter, Renowed Critic and Orator)
3. Smt.P.Valsala (Famous Malayalam Novelist)
4. Sri.P.Sivadasa Menon (Former Minister of Finance, Kerala)
5. Late Dr.Hymavathy Thayat (First Women of Kozhikode Corporation)
6. Dr.N.A.Kareem (Former Pro-Vice Chancellor, University of Kerala)

7. Sri.Chithran Nampoothirippad (Former Addl.Director, General Education)
8. Sri.A.K.Narayanan Nambiar (Former DPI)
9. Sri.Kadathanatt Narayanan (Malayalam Writer)
10. Smt.C.P.Chithra (Former Director, Higher Secondary Education)

5.3.2. How does the institution encourage students to participate in extracurricular activities including sports and games? Give details on the achievements of the students during the last five years.

In Sports and Games

- A full fledged Health Club functions in the college from early morning till late evening.
- Students practices indoor and outdoor games under the direct coaching and supervision of a full time Associate Professor of Physical Education.
- Health related physical fitness activities are being practiced by the students in alternate sessions
- Training and enthusiastic promotions is given for students to take part in various sports and events

Cultural activities

- Under the auspicious of the campus theatre students were given practice in theatre arts
- Students are given chances to perform their talents which are evaluated
- The Film Club regularly screens Feature films
- Every possible support is given to students for participation in Cultural Fests like Calicut University B-Zone and Inter Zone competitions
- Various clubs like English, Malayalam, Hindi, Arabic, Mathematics etc taken keen interest in organizing various programmes including display of news bulletins, wall magazines and conduct of seminars and talks. Students are given due encouragement to publish their articles in the college magazine. As a part of SUPW students were given classes in preparing candles , soap making, chalk making, umbrella making etc.
- In addition to the conduct of surveys on social issues, visits to exhibitions and places of cultural importance, cleaning of public places etc are also undertaken.

Achievements of Students in the last five years

Year	Item	Position
2009- 2010	<ul style="list-style-type: none"> Interzone (University of Calicut) Arabic Essay Arabic Versification Malayalam Essay Aksharaslokam Sanskrit Elocution Malayalam Versification	Ist Place, Farook.V.A. IInd Place, Farook.V.A. Ist Place, Farook.V.A. IIIrd Place, Sandhya.K. IIIrd Place, Sandhya.K. Ist Place, Sumesh
	<ul style="list-style-type: none"> Traffic awareness week Quiz competition 	IIIrd Place, Jaseera.M., Baby.K.
2010 - 2011	<ul style="list-style-type: none"> Sports meet was held in the college on April Ist 2011, were almost every student participated in at least one item Javelin throw, shotput, relay, 100/200/400 mts race, High jump, Long Jump	
2011 - 2012	<ul style="list-style-type: none"> Annual sports meet was conducted on 30th, 31st of March 2012 100/200/400 mts race, long jump, shot put, high jump, javelin throw, discuss throw and relay (4 x 100 mts) Pencil drawing B-Zone Interzone	Ist place II Place Ammini.O.
2012-2013	<ul style="list-style-type: none"> Sports meet was held on 21st March and 22nd March 2013. Almost every student participated in at least one item Javelin throw, shotput, relay, 100/200/400 mts race, High jump, Long Jump	
	<ul style="list-style-type: none"> State level literacy competition Held by Bank Employees Federation of India Malayalam Versification	Ist Place, Kum.Rajitha Ravi
	<ul style="list-style-type: none"> B- Zone (Uty. Of Calicut) Sanskrit Elocution Hindi Elocution	IInd Place, Kum.Thanooja IInd Place, Kum.Rajeena
	<ul style="list-style-type: none"> Zero hour 13 of the quiz competition – organised by the department of Economics at St.Joseph's College, Devagiri 	Sri.Varun Sasi and Sri.Arunaksharan – 8 th position out of 72 team members
	<ul style="list-style-type: none"> Science Day Celebration Quiz competition 	Ist place Varun Sasi

2013-2014	B-Zone Drama Arabic Elocution & Essay competition Malayalam Poetry writing Hindi Essay writing Malayalam Elocution Quiz Interzone Arabic Elocution and Essay writing Hindi Essay writing English Essay writing Dist & State level competition conducted by Department of Police	Best actress –Rakhi Raveendran Ist place – Rashid.P.A. Ist Place - Neenu .P. IInd Place – Reshma IInd Place – Vipina .V. IInd Place – Yunus and Vipina.V. Ist Place – Rashid.P.A. IInd Place –Reshma Ist and IInd place – Rinoy Antony.A.
-----------	---	---

5.3.3. How does the institution involve and encourage students to publish materials like catalogues, wall magazines, college magazines and other materials? List the major publications.

The College encourages student teachers to prepare and publish the college Magazine every year. Staff and students are encouraged to contribute articles in college magazine. To encourage the creative and critical thinking skills of the student teachers the institution provides opportunities to prepare and display wall magazines (Option wise) and manuscripts. Students are also encouraged to contribute articles to magazines while observing and commemorating nationally important days. The college is also publishing a by annual a Research Journal. Post graduates and Alumni are given opportunities to publish their works in this Journal.

Publications of 2013-2014

- The College Magazine
- Class Magazines & manuscripts

5.3.4. Does the institution have a student council or any similar body? Give details on constitution, major activities and funding.

To promote the value of democracy and sharing of responsibilities the college insists upon the formation of the college union as per the guidelines prescribed by the university. The democratically elected college union consists of a chairman, vice chairman, general secretary, university union councilor, arts club secretary, general captain, magazine editor and batch/class representatives. Staff

Advisor exercises the duty of Returning officer and all the staff members co-operated for the smooth conduct of election.

All the co-curricular activities of the college are organized and conducted by the various clubs and the college union according to the directions given by the staff advisor and faculty in charge. Student council conducts the activities in the college in accordance with annual calendar prepared. Review of activities is done by the regular meetings by student executive under the guidance of the Principal and staff. The funding of student council is provided by the PTA.

Major Activities organized by Students Council

- Arts Festival
- Literary Programmes
- Annual Sports Meet
- College Day
- Publication of Annual Magazine
- Environment day, Reading day, Women's day observations
- Blood donation
- Field trips

5.3.5. Give details of the various bodies and their activities (academic and administrative) which have student representation in it.

The institution has various bodies which has representation of students for academic, co-curricular and administrative levels. The following are the bodies where there is student representation and their activities:

1. IQAC
2. Students council
3. Library Committee
4. Grievance Redressal Cell
5. Anti Ragging Committee
6. Discipline Committee
7. Sports Committee
8. Women's Cell
9. Hostel Welfare Committee
10. College Magazine Committee
11. Placement Cell
12. Seminar Committee
13. Research Committee

5.3.6 Does the institution have a mechanism to seek and use data and feedback from its graduates and from employers to improve the preparation of the programme and growth and development of the institution?

To improve the various aspects of college functioning, feedback is collected from students during the course and its end. Such feedback from students provides valuable inputs for improving the support services like library, computer lab, other lab facilities, hostels, teaching skill development, sports activities and other facilities.

After implementation of each programme immediate feedback is taken and defects are rectified. The feedbacks are collected from all stakeholders and revised for improvement.

5.4. BEST PRACTICES IN STUDENT SUPPORT AND PROGRESSION

5.4.1. Give details of institutional best practices in student support and progression?

- Mentoring and tutorial service for students
- Sessions of interactions on teacher personality, teacher behavior and class room challenges
- Cultural programmes to polish ones skill and to reduce ones stage fright
- Micro teaching an link practice for developing teaching skills
- Teaching practice sessions to equip the self for teaching
- Integration of ICT in teaching and training
- Social Service Scheme and financial aid to the needy students
- Communicative English Skills Development Programme
- Extension lecturers, group discussion, seminars, workshops and conferences for empowering students and keeping abreast with the latest development.
- Democratic involvement of students in academic and administrative committees, publication of college, magazines and Study tours.
- Guest talks and Interactive sessions by Eminent Academics and Personalities arranged for Student teachers.
- Career guidance and placement cell
- Community living camps to learn to live together
- Supports for higher studies and competitive examinations
- Physical health and fitness programmes
- Guidance for emotionally disturbed students

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

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

Suggestions by NAAC team	Action taken by the College
Security measures are not adequate at all for girl students in the hostel	Posting of night watchman ensures the security and safety of hostel inmates

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

We have been organizing programmes to promote multi skill development and for the personality development of the student teachers. All our co-curricular activities aims in developing the confidence and outlook of our students. We see to it that our students are properly placed and bring laurels to our institution.

CRITERION VI

GOVERNANCE AND LEADERSHIP



- 6.1 INSTITUTIONAL VISION AND LEADERSHIP**
- 6.2 ORGANISATIONAL ARRANGEMENTS**
- 6.3 STRATEGY DEVELOPMENT AND DEPLOYMENT**
- 6.4 HUMAN RESOURCE MANAGEMENT**
- 6.5 FINANCIAL MANAGEMENT AND RESOURCE MOBILIZATION**
- 6.6 BEST PRACTICES IN GOVERNANCE AND LEADERSHIP**

6.1. INSTITUTIONAL VISION AND LEADERSHIP

6.1.1. What are the institution's stated purpose, vision, mission and values? How are they made known to the various stakeholders?

Purpose

The main purpose of the college is to channel all the activities which help actualize, the envisioned goals, missions and objectives of the college.

Vision

To disseminate education, which qualitatively fosters a better social order.

Mission

- To make the students and stakeholders realize the envisioned goals and missions
- To develop a sense of professional commitment and accountability among teachers
- To develop professional and research competencies among teachers
- To develop a sense of self esteem and progressive outlook among the stakeholders of the institution
- To promote awareness of actualizing the goals, among its beneficiaries.
- Cultivating a strong sense of professionalism, commitment towards society and personal accountability in trainees
- Create responsible, competent and dedicated teachers with modern professional and research potential
- Instill specific skills needed for performing responsibilities as responsible teachers
- Instill self confidence, self pride and positiveness in the outlook of the students and the stakeholders.
- Making the students capable to perform and cater to the needs of the community, society and nation.
- Continuous education programmes, which helps to undertake meaningful and worthy extension activities useful to society and at the same time, develops social awareness among the trainees

Values

The institution maintains an esteemed value in channeling its activities for achieving like the mission and purpose envisioned.

It focuses mainly on values

- Maintaining equity to quality teacher training
- Generation and dissemination of knowledge as per global standards and preservation for future.
- Promoting social justice
- Nurturing National Integration and International understanding
- Enabling to establish relationship between theory and practice
- Attitudinal appropriateness regarding socio-cultural and economic realities
- Maintaining local, national and universal uniformity in attitudes over issues of public importance.
- ICT enabled pedagogy
- Technology mediated curricular transaction
- ICT in administrative process
- Excellence in teaching and learning

Stake holders are given a clear vision regarding the goals and objectives of the institution by:

- Displaying them in local locations within the Campus
- College calendar designed including all the aspirations
- Through clear cut instructions given to the trainees and PTA about the goals and objectives of the college.

6.1.2. Does the mission include the institution's goals and objectives in terms of addressing the needs of the society, the students it seeks to serve, the school sector, education institution's traditions and value orientations?

Yes, the mission focuses comprises the goals and objectives upheld by the college. The vision of the college itself is to impart qualitative teacher education that fosters a better social order. The curriculum transaction is designed for fulfilling this vision. The curricular approach of the courses are apart with the school curriculum and its approaches. The college is functioning in accordance with the values and traditions as upheld by the Kerala Society.

6.1.3. Enumerate the top management's commitment, leadership role and involvement for effective and efficient transaction of teaching and learning processes (functioning and composition of various committees and board of management, BOG, etc)

Since our college is a government institution there exist an administrative structure as designed by the State Government. The institution comes under the

direct control of the Director of Collegiate Education. The Principal of the College administers the College in accordance with Government and the affiliated university. The Government of Kerala provides sufficient infrastructural and instructional facilities and maintenance grants whenever needed for the efficient and smooth functioning of the institution. The human resources of the institution is also appointed and paid by the State Government. The institution is affiliated with the University of Calicut and the institution follows the curriculum designed by the University of Calicut. The Calicut University conducts the examinations and issues the certificate.

- **Academic Council**

It is the approving authority, which sanctions the decisions made by the under graduate board (Education) relating to curriculum design and calendar.

- **Faculty Board**

Its main function is to approve the decisions taken by UG and PG Board.

- **UG (Undergraduate board)**

UG board decides the time schedule for the various activities relating to the teaching learning processes and places it before the academic council through the faculty board.

- **Institution**

At the institutional level, the principal is in charge ensuring the implementation of curriculum through organization of various carefully executed academic activities.

6.1.4. How does the management and head of the institution ensure that responsibilities are defined and communicated to the staff of the institution?

Every academic year, before the commencement of classes, staff council meeting is convened, in which significant decisions regarding the activities and programmes are made. Responsibilities for the activities are assigned to various faculties. The activities are planned according to the curriculum and they perfectly fits into the academic calendar.

6.1.5. How does the management/head of the institution ensure that valid information (from feedback and personal contacts etc) is available for the management to review the activities of the institution?

The faculties and the Principal, collect immediate feedback regarding every activity carried out in the college. Modifications and rectifications are made, depending on the feedback received. Issues which immediate collection are given importance and discussed in the staff council meeting to arrive at suitable solutions. The staff reviews the effectiveness of the programmes, both curricular and co-curricular, to take suitable steps which help in the modulation for future.

6.1.6. How does the institution identify and address the barriers (if any) in achieving the vision/mission and goals?

Feedback received from the students and faculties are reviewed to identify the existence of any factors. That act as barrier against achievement of institutional goals and objectives. Such issues are immediately discussed in the staff council and measures to overcome such barriers are made. External help is sought, if the issues are grave and the path is cleared for achieving excellence in terms of quality and quantity.

6.1.7. How does the management encourage and support involvement of the staff for improvement of the effectiveness and efficiency of the institutional processes?

The Director and Additional Director of Collegiate Education convenes meeting of the Principals twice in the academic year for face to face interactions. Besides video conferencing is done as and when necessary. Before the commencement of classes during every academic year, the Principal organizes a staff meeting and discusses the plans for the year ahead and receives suggestions and decisions for achieving the vision and mission of the institution. Curricular, Co-curricular and administrative duties are distributed among the members of the staff council. Principal monitors, supervises and controls all the activities. Necessary support for effective implementation of the programmes is provided by the Principal. Feedbacks from the students, staff and the faculty help the principal to keep a constant check on the effectiveness of the activities and also on the issues that acts as a barrier to college from achieving its mission. The Principal also

- Ensures participation of faculties in improvement programmes of UGC and university.
- Makes arrangement for participation
- Make use of the UGC and Govt.grants for conducting seminars and workshops, which prove beneficial to the students.

6.1.8. Describe the leadership role of the head of the institution in governance and management of the curriculum, administration, allocation and utilization of resources for the preparation of students.

The Principal

- Ensures quality transaction of curricular content to students
- Ensures regular attendance
- Maintains effectiveness in service delivery to the staff
- Adopts methods to maintain quality office administration
- Inspires the staff and students to excel with better performance
- Maintains a conducive environment in the campus
- Assigns responsibilities of curricular and co-curricular activities to responsible staff
- Utilises infrastructure and learning resources for optimum transaction of curriculum
- Plans, organizes and executes curricular activities
- Monitors and supervises curriculum transaction, evaluation
- Maintenance of proper records
- Timely submission for grants and funds from Govt. and UGC for improving instructional and infrastructural facilities.
- Proper timely utilization of allotted funds

6.2. ORGANIZATIONAL ARRANGEMENTS

6.2.1. List the different committees constituted by the institution for management of different institutional activities? Give details of the meetings held and the decisions made, regarding academic management, finance, infrastructure, faculty, research, extension and linkages and examinations during the last year.

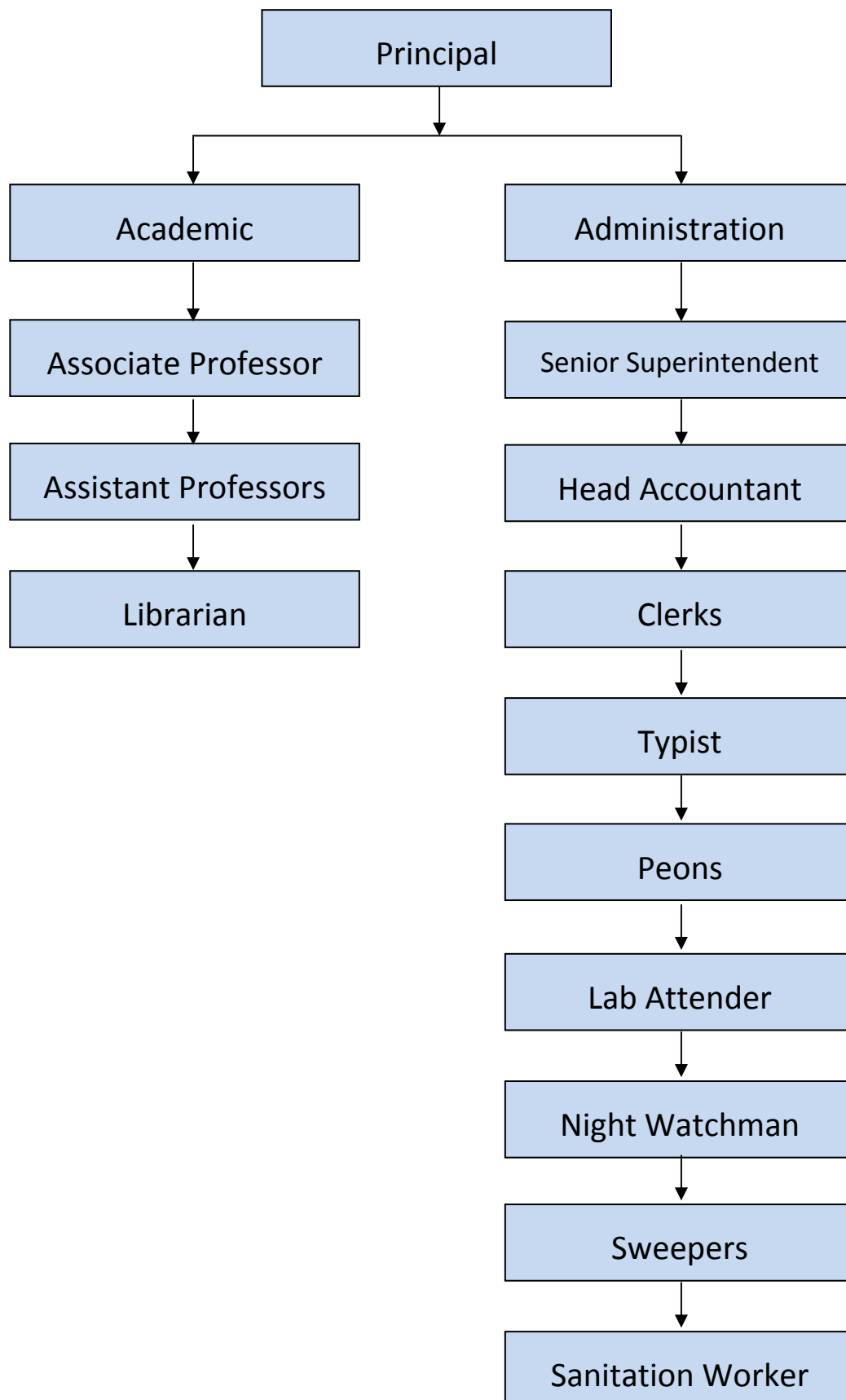
The institution constitutes different committees for the management of diverse institutional activities. The Principal is a member in every committee. The different committees are as follows:-

- Staff Council
- Academic Planning Board
- Internal Examination Committee
- Internal Quality Assurance Cell
- Library Development Committee
- Research and Extension Committee
- Community Living Camp Committee
- Study Tour Committee
- Sports Committee
- Discipline Committee
- Magazine Committee
- Ant ragging Committee
- Anti Sexual Harassment Committee
- Career Guidance and Placement Cell
- Grievance Redressal Forum
- College Development Council (CDC)
- Purchase Committee
- Audit Monitoring Committee
- PTA Executive Committee
- Alumni Association Executive Committee
- Journal Committee
- College Union Planning Board (UGC)
- Staff Club Executive Committee

6.2.2. Give the organizational structure and the details of the academic and administrative bodies of the institution.

The college Principal heads the academic and administrative bodies of the college. The Principal gives duties and responsibilities to these bodies for effective administration. The staff council composed of the Principal and all faculty members act as a advisory body to help the Principal in her academic and administrative functions. The council does its meetings periodically to take important decisions regarding administrative and academic issues.

The organizational structure of othe management, academic and administrative bodies are as shown below:-



- **Principal**

Principal is the pivot of the institution from where the entire administration is monitored, supervised, supported and controlled. Various committees effectively support the principal through shared responsibilities

- **Staff council**

The Staff council consists of principal and the faculty members of the college. The major decisions regarding the curricular, Co-curricular and administrative matters of the college are arrived through negotiative discussions of the staff council.

- **College Development Council**

The College Development Council is the integration of District administration for the development of the College. PWD, PTA, Renowned public figures and members of the society, Alumni Association and College Union, jointly work towards achieving the visions and missions of the institution. The District collector is the chairman of the council, while the Principal senior most staff, PTA secretary, Alumni association president, chief engineer PWD, College union chairman, and three members of the local community forms its members

- **Academic Co-ordinator**

The Co-ordinator shares the responsibilities of planning and implementation of curricular and co-curricular activities along with the principal. The co-ordinator also monitors and ensures the smooth functioning of various academic committees for both B.Ed and M.Ed programme.

- **Academic Bodies**

The following administrative bodies function in the institution

- **Administrative Structure**

- **Office:**

The office is headed by a Senior Superintendent, who monitors and supervises the daily affairs of staff and students, and also matters related to Government and University.

- **Accounts:**

The accounts are dealt by the head accountant

- **Purchase Committee**

The purchase committee takes the decisions regarding mobilization and utilization of funds/grants sanctioned by UGC/State Government.

- **Audit Committee**

The accounts and registers are maintained accurately by this committee. They also initiates timely audits and clears the audit objections arising.

- **College Union**

The union for the academic year is an elected body of students. The election is conducted as per the rules stipulated by the affiliating university. The union plans and executes various activities such as fine arts day, seminars, environmental activities, community development programmes, Campus beautification; outreach programmes and supports academic activities. Publication of college magazine is a major function of union. They also ensures student's participation is literally and cultural competitions at various levels.

6.2.3. To what extent is the administration decentralized? Give the structure and details of its functioning

The institution functions on a decentralized pattern, where various academic and administrative committees perform the assigned duties and responsibilities effectively. The performance of the respective committees are reviewed periodically to ensure the execution of duties and responsibilities. Developmental decisions of the institution are taken in the staff council which delegates the decisions to the Planning Board. The Planning Board with the co-operation of the staff council and administrative staff carries out the decision.

6.2.4. How does the institution collaborate with other sections/ departments and school personnel to improve and plan the quality of educational provisions?

The institution efficiently interacts with all the departments and sections of college and collaboratively plans, monitors and executes both academic and non-academic developments of the college, in person and in writing.

- The teaching faculty participate in the curriculum enrichment programmes of General Education and SCERT, Kerala. They also participate in the curriculum development programmes of the University. Experts and subject resource persons are invited to conduct seminars and workshops in the institution. Funds/Financial assistance are sought from the local bodies for development of infrastructure facilities. The concerned ward councilor of the corporation is a member of the College Development Council. The District Collector is the chairman of the CDC. The involvement of public health department is ensured for a cleaner, hygienic campus. The institution makes use of the funds by Government and gets construction, renovation and maintenance of buildings of the College through PWD.

6.2.5. Does the institution use the various data and information obtained from the feed back in decision-making and performance improvement? If yes, give details

Feedback is collected from students, Alumni and PTA through a questionnaire designed by the institution. Feed backs regarding the teacher candidates are obtained from the teachers of practice teaching schools. The institution received data regarding performance and measures for betterment from administrative staff through routine meetings. The data collected from all these sources are made use for betterment and excellence in terms of quantity and quality.

6.2.6. What are the institution's initiatives in promoting co-operation, sharing of knowledge, innovations and empowerment of the faculty? (Skill sharing across departments' creating/providing conducive environment)

Prime importance is given to the effective transaction of academic curricular content. It is seen as the collective responsibility of the entire staff. Curricular activities are planned and executed only after considering the specializations of all teaching faculty. To gather suggestions for modification and improvement, periodical meetings of all faculty members are called on curricular content transaction, microteaching, demonstration lessons, criticism classes. Field trip, study tour, Athletic meet, Community Living Camp, School inductive programmes, workshops, SUPW, Seminars and all academic and co-academic activities are executed through collective efforts of all faculties and administrative staff. A pride sense of "we feel" prevails among the staff of the institution. The Institution, in

return, provides all opportunities for professional betterment of the staff, through ensuring participation in seminars, workshops etc by various educational agencies.

6.3. STRATEGY DEVELOPMENT AND DEPLOYMENT

6.3.1. Has the institution an MIS in place, to select, collect, align and integrate data and information on academic and administrative aspects of the institution?

The College has an information system to select, collect and integrate data on the academic and administrative levels which is done as follows:-

- All information regarding the details of staff and students are stored in office and library
- The individual student's information are stored separately once they get admitted to the college for understanding the personal details.
- The development and analysis of data regarding the academic and administrative aspects are done manually.
- The faculty members follow the academic calendar of the College as well as the University
- The faculty members are enrolled in the Government website, 'spark' from which every details can be obtained regarding the financial source.

6.3.2. How does the institution allocate resources (human and financial) for accomplishment and sustaining the changes resulting from the action plans?

The Staff Council meeting held at the beginning of each academic year, reviews the programmes and activities requiring financial assistance. They also consider the magnitude of human resources required for effective implementation of programmes and transaction of curricular contents. Depending on the requirements, the programmes to be implemented during the year are prioritized. All necessary measures are taken to secure the additional funds from the concerned authorities. The vacancies arising out of retirement and long leave, are filled up, with intimation to authorities, guest lecturers with required qualification and experience are appointed, in the vacant posts.

6.3.3. How are the resources needed (human and financial) to support the implementation of the mission and goals, planned and obtained?

The institution being Government, vacant posts are filled by KPSC appointments. Grants/Funds from UGC and State Government help to improve

infrastructure facilities. Assistance to the teaching learning process is always provided through direct/indirect efforts of UGC, NCTE, MHRD and State Govt., Alumni Association, PTA and various NGO's also extend their benevolence to realize the institutional goals and visions.

6.3.4. Describe the procedure of developing academic plan. How are the practice teaching school teachers, faculty and administrators involved in the planning process?

The academic plan for each academic year is designed following the valuable feedback from the students regarding the academic programme, PTA, employees, the heads of practice teaching schools and the academic calendar. School inductive programmes are scheduled, only after consulting every minute programme, with the school heads, with attention paid to avoid clash with examination dates with the school inductive programmes.

6.3.5. How are the objectives communicated and deployed at all levels to assure individual employee's contribution for institutional development?

A policy of decentralization is practiced in the administrative pattern, with academic duties assigned to various faculty members. Timely encouragement is provided by the Principal, to execute their responsibilities and strive for excellence.

6.3.6. How and with what frequency are the visions, mission implementation plans monitored, evaluated and revised?

The calendar for the academic year is prepared in accordance with the mission, vision and goals of the institution and is monitored periodically. The feedback is discussed in the periodical meetings of the staff council. Suggestions from the faculties are taken into consideration and made use for improving the activities towards achievement of institutions vision and mission.

6.3.7. How does the institution plan and deploy the new technology?

The academic time table is designed such a way that it utilizes the available infrastructure and resources like Library, Computer Laboratory, Language Laboratory etc to the maximum benefit of the students. The Institution has planned to install an EDUSAT interactive terminal and renewal of inflibnet server terminal in the college premises. The college has interactive boards in all the classrooms. Inflibnet connection is also made available. Net connectivity (Wi-Fi) is available in the College premises.

6.4 HUMAN RESOURCE MANAGEMENT

6.4.1. How do you identify the faculty development needs and career progression of the staff?

The Faculty development and career progression of the Faculty members are as follows:-

- Each faculty maintains a self appraisal report which is reviewed by the Principal. The Principal makes the staff attend orientation cum refresher, summer courses and short term courses.
- Encouragement is given to faculty members to pursue research
- Availing of FDP programme (UGC) for professional improvement
- Encourages to have paper presentations in seminars, workshops and conferences
- Encourages to publish articles in international and national journals
- Encourages to organize seminars and workshops
- Encourages to undertake major and minor projects

6.4.2. What are the mechanisms in place for performance assessment (teaching, research, service) of faculty and staff? (Self appraisal method, comprehensive evaluation by students and peers). Does the institution use the evaluations to improve teaching, research and service of faculty and other staff?

The Institution follows a sound system for performance assessment of its faculties. A self appraisal performance report, feedback from students, peer teachers. PtA, reviews from alumni, class observation of senior teachers of practice teaching schools and reviews provided by IQAC are taken into consideration. The feedback and reviews are very well made use for the improvement in curricular transaction, research and academic reviews.

6.4.3. What are the welfare measures for the staff and faculty? (Mention only those which affect and improve staff well-being, satisfaction and motivation)

Government instituted welfare schemes like Casual leaves, Half pay leave, EL surrender, PF, GIS, SLI, Group Personal Accidental Insurance, Life Insurance, Medical re-imbursement, vehicle loan, housing loan etc are available for all the staff. Basic amenities, a congenial working situation, comfortable seating arrangements and an environment promoting healthy relationship is provided by the institution. Statutory Service, DCRG, Job for dying harness.

6.4.4. Has the institution conducted any staff development programme for skill up gradation and training of the teaching and non-teaching staff? If yes, give details.

College organizes several seminars and workshops every year, for the improvement of teaching skills of the faculty. In addition to this, college organized coaching classes for departmental test since a year, with help from service organizations. Orientation refresher course for teachers, IMG training for non teaching staff.

6.4.5. What are the strategies and implementation plans of the institution to recruit and retain diverse faculty and other staff who have the desired qualifications, knowledge and skills (Recruitment policy, salary structure, service conditions) and how does the institution align these with the requirements of the statutory and regulatory bodies (NCTE, UGC, University etc.)?

Appointments in permanent posts of teaching and non teaching staff are made by Collegiate Education Department on advice from KPSC as per the UGC, University and UGC norms. Guest faculties are appointed by the college as per UGC and University norms to avoid delay.

6.4.6. What are the criteria for employing part-time/adhoc faculty? How are the part –time/adhoc faculty different from the regular faculty? (E.G. salary structure, workload, specializations).

- Temporary posts are appointed on adhoc basis through the professional employment exchange, in the same pay scale as for the permanent faculty, for the period of posting.
- All family members are permanent. KPSC is appointing them. However Principal appoints guest lecturers as per norms in order not to lay the posts vacant till regular appointment is made by PSC.

6.4.7. What are the policies, resources and practices of the institution that support and ensure the professional development of the faculty? (E.G. budget allocation for staff development, sponsoring for advanced study, research, participation in seminars, conferences, workshops, etc. and supporting membership and active involvement in local, State, national and international professional associations)

- The budget allocated is as per the provisions in the state budget. The institution has no direct budget allocation. The teachers can avail the provisions of the Government and UGC to take part in seminars,

workshops, orientation camps and refresher courses etc., with full support and encouragement by the institution to take part and participate in research works.

6.4.8. What are the physical facilities provided to faculty? (Well maintained and functional office, instructional and other space to carry out their work effectively).

- Well furnished cabins, office room, Computer Laboratory, Educational Technology laboratory, library, language laboratory, classrooms, and other spaces are provided to the faculty to optimize their efficiency. Staff quarters is also provided to teachers.

6.4.9. What are the major mechanisms in place for faculty and other stake holders to seek information and/or make complaints?

- The faculty members directly decides the academic and co-academic activities of the institution. Stake holders and general public can seek information from the college office. Important events are intimated to the students through publishing them in notice board. A “Right to Information” cell functions in the college with a Public Information Officer and an Assistant Public Information officer, where the Principal is the appellate authority in dealing with the dissatisfaction reported by the client regarding the information provided. The public can seek information by the query written on a plain paper, affixing a court fee stamp of Rs.10/-

6.4.10. Detail on the workload policies and practices that encourage faculty to be engaged in a wide range of professional and administrative activities including teaching, research, assessment, mentoring, working with schools and community engagement.

- The faculty has to serve 40 hours in a week (8 hours per day) where, they have to transact pedagogy and methodology of concerned subjects, monitoring of practicals, evaluation of assignments, conducting of examinations, guiding of tutorial activities and student learning, observation of school activities of teacher trainees, field trips, study tours, community lignin camps etc. In addition, the faculty monitors and supervises all club activities, athletic meets, campus beautification, visit

to places of educational importance. Faculties also engage themselves in library work, research work and extension activities.

6.4.11. Does the institution have any mechanism to reward and motivate staff members? If yes, give details

Yes, the institution acknowledges the achievements and efforts of the faculty in the periodical staff council meetings. Unique achievements are rewarded and motivated by presenting mementoes for their academic achievements in public meetings.

6.5. FINANCIAL MANAGEMENT AND RESOURCE MOBILIZATION

6.5.1. Does the institution get financial support from the Government? If yes, mention the grants received in the last three years under different heads.

If no, give details of the source of revenue and income generated.

The institution gets financial support from both the Government and UGC grants. The grants received for the last 3 years are

UGC Grant

Academic Year	Income	Expenditure
2011 -2012	1991660	1441560
2012 – 2013	2675076	1681483
2013 – 2014	347630	3471360

Plan Fund

Academic Year	Income	Expenditure
2011 -2012	8,00,000	753359
2012 – 2013	8,70,000	8,69,990
2013 – 2014	9,00,000	9,00,000

6.5.2. What is the quantum of resources mobilized through donations? Give information for the last 3 years.

The Institution receives donation as PTA fund from students. An amount of about 3 lakh is donated by parents annually towards this fund.

The money collected from these donations is utilized for meeting the daily expenses. It includes electrical maintenance, cleaning of the campus, providing services of external experts, advancing broad band internet bill and electrical and water bills, meeting expenses of various academic programmes and practical examination expenses. Alumni Association also contributes.

DONATION INCOME EXPENDITURE

Academic Year	Income	Expenditure
2011 - 2012	224000	214000
2012 - 2013	262000	258000
2013 - 2014	241700	255819

6.5.3. Is the operational budget of the institution adequate to cover the day to day expenses? If no. how is the deficit met?

As the operational budget is not adequate enough to cover the day to day expenses arrangements have been made to meet the deficits through PTA fund, Academic Fund.

6.5.4. What are the budgetary resources to fulfill the missions and offer quality programmes? (Budget allocations over the past five years, depicted through income expenditure statements, future planning, allocated during the current year, and excess/deficit).

Our budgetary resources to fulfill all quality programmes are through UGC grants, Plan funds and PTA.

The income and expenditure statement for the last 3 years is as given below:-

Item	Opening balance	Receipts	Total	Expenditure item	Amount
Salary (Teaching Staff)			8014835		8014835
Salary (Non-teaching staff)			3949602		3949602
Tuition fee			217500		217500
Educational scholarship			42000		42000
UGC grant	1450188	1224888	2675076	993593	1681483
M.Ed salary			2865782		2865782
Substitute salary			340428		340428
Special fee		131025			131025
Examination fee		84750			84750

2012 - 2013

Item	Opening balance	Receipts	Total	Expenditure item	Amount
Salary (Teaching Staff)		10296747			10296747
Salary (Non-teaching staff)		4007306			4007306
Tuition fee		345000			345000
Educational scholarship		45000			
UGC grant	1736845	33724	1770569	1753163	317406
M.Ed salary		3171082			
Substitute salary		938866			
Special fee		188175			
Examination fee		101900			

2013 - 2014

Item	Opening balance	Receipts	Total	Expenditure item	Amount
Salary (Teaching Staff)	12081248		12081248		12081248
Salary (Non-teaching staff)	4376884		12081248		12081248
Tuition fee		349000			
Educational scholarship		78770			
UGC grant					
M.Ed salary		4331191			
Substitute salary		446419			
Special fee		190445			
Examination fee		128255			

6.5.5. Are the accounts audited regularly? If yes the details of internal and external audit procedures and information on the outcome of last two audits. (Major pending audit paras, objections raised and dropped).

Yes. The audit wing of the Directorate of Collegiate Education and the Account general of Kerala regularly audit the internal and external accounts. The internal audit to the accounts of the college has been done up to 2014 May. All records including registers, files receipt, books etc. were verified during audit. No major irregularities were detected.

However the PTA accounts are not audited by the internal audit. The PTA expenditure is audited by the executive members of the PTA committee and a chartered accountant. The audit report is placed before the executive and general body and gets approved.

6.5.6. Has the institution computerized its finance management systems? If yes, give details.

- The salary bills and all financial details for the faculty are available in Spark
- Scholarships and grants to students are processed through e-grantz of the Kerala Government.

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

1. What are the main evaluative observations/suggestions made in the first assessment report with reference to ‘Governance and Leadership’ and how have they been acted upon?

Suggestions by NAAC team	Action taken by the College
Since this is a government institution with transfer policy, the freedom to recruit or retain teachers or to make policies to support faculty development are not within the powers of leadership in the institution	Eventhough there is hierarchical setup each and every individual contributes a lot. All faculty members do their best to support the institution
The teachers spent their own money to attend seminars and for their professional growth	As we belong to the government sector we don't have any other choice for improving ourselves other than finding our own financial source

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

We have undertaken different quality enhancement and sustenance measures to improve our governance and leadership. This institution ensures maximum participation for all faculty members by delegating powers to all. Required numbers of subject specialists are appointed. All faculty members were encouraged to attend enrichment programmes and training sessions to update their technical knowledge regarding modern classroom gadgets and its usage.

CRITERION VII

INNOVATIONS AND BEST PRACTICES



7.1 INTERNAL QUALITY ASSURANCE SYSTEM

7.2 INCLUSIVE PRACTICES

7.3 STAKE HOLDER RELATIONS

7.1. INTERNAL QUALITY ASSURANCE SYSTEM**7.1.1. Has the institution established Internal Quality Assurance Cell (IQAC)?
If yes, give its year of establishment, composition and major activities undertaken****Table 7.1.1 Composition of the IQAC**

Category	Status
Principal	Chairman
Faculty – NAAC College Convener	Co ordinator
Faculty (10)	Member
Office Superintendent	Member
Librarian	Member
PTA President	Member
Alumni Secretary	Member
Heads of Sister Institutions	Member
Student Union	Member

The Current status of IQAC is as follows

Table 7.1.2 IQAC – current status

Name	Designation	Status
Dr.R.Krishnakumari	Principal	Chairman
Smt.Priya Kemal	Asst.Professor	Co-Ordinator
Dr.Abdul Kader Parambat	Asst.Professor	Member
Smt.Usha.M	Asst.Professor	Member
Dr.K.Indira	Asst.Professor	Member
Dr.K.Ramakrishnan	Asst.Professor	Member
Sri.K.P.Hussain	Asst.Professor	Member
Sri.V.K.Santhosh Kumar	Asst.Professor	Member
Dr.Abdul Rasheed Poozhithara	Asst.Professor	Member
Smt.Hicky Devadas	Asst.Professor	Member
Smt.Anitha.K.D.	Asst.Professor	Member
Sri.Sreemanunni	Alumni Vice President	Member
	PTA Vice President	Member
Sri.Aneesh	College Union Chairman	Member

Major activities of IQAC

The major activities of IQAC are for the quality improvement in the following areas:-

- Teaching learning process
- Infrastructure facilities
- Faculty Development
- Research Development
- Students support
- Community Development

7.1.3. Activities undertaken by IQAC

Teaching learning process	Infrastructure facilities	Governance	Faculty Development	Student supports	Stake holder Welfare	Community Development
Academic Year plan formulation	Improvement in class room facilities	On line admission	In-service courses	Tutorials	Parental awareness Programmes	Social service
Preparation of yearly course line	Library modification	Automated office procedures	Seminars	Interaction programmes	PTA meetings	Financial aid to needy
Student centered teaching practices	Laboratory updating	Students data base	Workshops	Orientation Programmes	Involving PTA in academic planning	Community awareness programmes
Value based teaching all inclusive education	ICT enabled classes	On line Examination registration	University level linkages	Financial support	Need assessment	Interaction with community leaders
Semester system CCE	Well furnished seminar halls	Online University links	Consultancy	Counseling Individual attention	Alumni meetings	Social surveys
ICT in pedagogical practices	Quality Public address system	Computerised recording	Grievance redressal	Inclusive Education	Proper utilization of funds	Participation in local celebrations
Peer tutoring, collaborative learning, Remedial teaching	Rest room facility for girls	CCE and computerised evaluation	Guidance and monitoring	Moral development Programmes	Mutual Utilisation of funds	Sharing of resources of Community
Examination orientation classes	Pedagogic park		Timely promotions	Study tours Field trips	Sharing of expertise	Environmental conservation
	Campus beautification		Felicitations	Community living camps		

7.1.2 Mechanism used by the institution to evaluate the achievement of goals and objectives

The institution formulates various activities to enable its students achieve the envisioned goals and objectives management and stake holders joint hands in implementing the activities. IQAC continuously monitors and devaluates the progress of activities. The Institution has garnered such a reputation, which has created an enthusiasm among the students in securing an admission at this prestigious centre, which evidently represents its academic and non - academic achievements.

Various mechanisms of evaluation followed are:-

- Performances in University semester examinations
- Students enrollment in continuous education programmes of higher stature (M.Ed, M.Phil, PhD etc)
- Performances in UGC examinations and State wise talent examinations.
- ❖ Better performances in placement interviews
- ❖ Students innovative contributions

Evaluation of goals related to non-academic aspects are :-

- ❖ Involvement in social service activities
- ❖ Leadership position holding
- ❖ Improved Physical and health status
- ❖ Students participation in community development programmes
- ❖ Active participation in sports
- ❖ Cultural contributions through arts festivals
- ❖ Spiritual and moral conscience, cultivated by careful inclusion of activities in curriculum.

The evidence for the students' performances in both academic and non-academic aspects are received through interactions, performance results, observations and from feedback. It is also made available through various media, which showcases the achievements of our students in various events. The performance is truly strengthened, by our students occupying prestigious positions in various renowned institutions.

The staff of the institution, who actively works towards the achievements of the goals and objectives of the institutions, are aptly rewarded by performance of their students, which assures them, that their efforts towards all inclusive quality education are truly well received.

7.1.3. How does the institution ensure the quality of its academic programmes?

The quality of all our academic endeavours is ensured through the joint efforts of Principal, Faculty members and PTA.

7.1.3. How does the institution ensure the quality of its academic programmes?

Table 7.1.4 Involvement of management, faculty, community and students in academic programme

The quality of the academic programmes undertaken is ensured through thorough examination, monitoring and evaluation from both the Government faculty and community.

Government	Faculty	Community	students
Ensuring the merits of appointed faculties	Following modern and innovative instructional strategies	Interaction with the renowned from the society	Active participation in learning process
Applying for fund for academic programmes and utilizing them effectively	Following CCE	Extending learning from classroom to community	Maximum attendance in the class
Establishing academic infrastructure utilities	Updating the curricular content an defective transaction	Rendering community resources for learning	Group learning
Provision for the staff for participation in in-service courses	Effective implementation of reflective practices which helps in rectifications	Contribution for modification/expansio9n of infrastructure	Co-operative and peer tutoring
Meritorious awards instituted for scholarly students	Collaboration with different universities to share resources	Financial assistance for the economically backward students.	Preparation of notes making use of library and ICT
Financial support for economically deprived students	Importance to skill oriented teaching	Academic support through community computer centres	Seeking timely help from the staff
	Inculcating the awareness of library resources and utilisation	Safety provisions on strikes/harthal	Maintaining discipline and punctuality in project works

7.1.4. How does the institution ensure the quality of its administration and financial management processes?

The staff handling the administration has a strong sense of determination in fulfilling the envisioned goals and objectives. The governance of the institution is transparent and so is the financial management process.

Strategies ensuring quality of administration process

- Delegation of power and responsibility to the staff
- Appointment of qualified staff as per norms
- Decentralization of power
- Transparent filing system and management process
- Provisions for in-service courses
- Effective time management and resource allocation, mobilisation and utilization
- Maintaining transparency and following instructions in the admission process.

Strategies ensuring quality of financial management process

- Effective utilization of funds for the allotted purposes
- Systematic accounting of utilization
- Collective responsibility in handling
- Salary transactions through SPARK linked with nationalized banks
- Maintaining records for periodical internal and external audits

7.1.5. How does the institution identify and share good practices with various constituents of the institution?

The institution promotes good practices in all aspects of execution and monitoring and are identified through the results they bring along with it.

- Equitable distribution of tasks among members
- Preparation of records of activities
- Timely completion of assigned tasks
- Academic liberty
- Innovative practices
- Providing flexibility
- Transparent financial management
- Maintaining discipline and punctuality

These good practices gets identified by the members of the institution through interaction, observation, feedbacks and results of the practices.

The good practices are shared by the management, teaching staff, administrative staff, PTA, students and community, through the following modes:

- Media reports celebrating the good practices of the institution
- Discussion and felicitations in staff councils
- Presenting in annual college reports
- Communication through oral/written modes
- Invitations by IQAC, well received by the community
- Felicitations by the management for good practices

7.2 INCLUSIVE PRACTICES

7.2.1. How does the institution sensitize teachers to issues of inclusion and the focus given to these in the national policies and the school curriculum?

The Institution promotes inclusive education and encourages the formulation of various activities that help its practice

➤ Activities for sensitizing teachers on inclusive education

- Practicing policies of inclusion during admission process
- Orientation to teachers for teaching students with special needs
- Preparation of teaching materials for practicing inclusion
- Equipping teachers to face the challenges of inclusive classrooms
- Organising special education classes for effectiveness in transaction
- Promoting practical application of research findings on inclusive education
- Applying modern principles of Pedagogic transaction for the students with special needs
- Ensuring timely, individualized attention
- Visits to special schools and children's rehabilitation centres
- Updating existing library with reading materials related to inclusive education.

7.2.1.

Social Interaction	Active learning	Self motivation
Peer tutoring strategies	Learner centred teaching strategies	Reflective teaching and peer feed back
Field trips and field studies	ICT enabled pedagogy	Innovative works
Social surveys and assessments	Participatory learning process	Emphasis on artistic performances
Collaborative/Co-operative learning strategies	Problem based pedagogy	Results of CCE, helping in gathering feedback
Community living camps	Critical thinking practicums	Internal assessment
Course content developing social skills	CCE	Guidance and counseling
Development of social values	Teaching practice of 30 individual lessons	Vocational orientation
Club activities for community welfare	Preparation of own lessons	Preperatory orientation for competitive examinations
Shared teaching practices	Practice of own lessons in actual classrooms	Interactive sessions
	Preparation of individual teaching –learning materials	Motivational programmes, Pesonality development programmes

7.2.2. What is the provision in the academic plan for students to learn about inclusion and exceptionalities as well as gender differences and their impact on learning?

The yearly academic planning is carefully formulated, with several provisions and activities to impart the practices of inclusive education and gender equality.

Some of the provisions are :-

- Practicums discussing problem based studies of inclusion and gender disparity
- Inclusion of teaching periods for transacting academic materials related to inclusive education and gender equity
- Organising film shows on themes of inclusion and gender equity

- Field trips to places that has relevance with inclusion and gender equity
- Seminars over the need to arrest gender equity
- Role play on issued of gender disparity
- Discussions and debates on gender equity
- Magazines and publications, of students with special needs
- Career orientation programmes for the students with special needs
- Teaching practice to get direct experience of inclusion
- Rectifications and modifications of teaching practices in an inclusive classroom, through reflective practices

7.22.

Provisions	Support
Infrastructure facilities	Convenient seating arrangements in class, special computer facility in lab rooms
Curricular course material	Effective oral and visual transaction
Timely submission of works	Proper guidance from teacher educators
Provisions for conveyance	Help from staff and students
Financial Assistance	Concessions
School Induction Programme	Convenient school placements
Examinations	Extra time
Sports and Arts meet	Encouragement for participation
Field trip, Study Tour, Community Living Camp	Ensuring participation and prizes
Medical services	Referral services

7.2.3. Detail on the various activities envisioned in the curriculum to create learning environments that foster positive social interaction, active engagement in learning and self motivation.

The curriculum of the course as formulated by the University has innumerable provisions for the personal and communal development of the learner.

The institution interposes need based activities to enrich and supplement the moral and holistic development of the learners.

7.2.4 How does the institution ensure that student teachers develop proficiency for working with children from diverse backgrounds and exceptionalities?

The institutions envisions the total development of personal and professional competencies of the student teachers, so as to equip them to become efficient teachers in future. Hence the activities and programmes of the institution are formulated and executed, with a view to promote the teaching competencies and class management. Skills of the student teachers.

Strategies that the college adopt for developing this proficiency are:-

- Microteaching practice to acquire the core teaching skills
- Observation of actual demonstration classes
- Observation of video demonstration classes
- Theoretical findings on individual differences, exceptional children growth and development
- Generating the awareness of guidance and counseling for students
- Criticism classes to interact with school students
- Criticism classes to identify own strengths and weakness through transparent peer evaluation and provisions for rectification and modifications.
- School teaching programmes to identify the nature of diversity in actual classroom situations
- Observation of classes from mentors to identify the ways of addressing individual differences
- Reflection among peers for modifications and betterment
- Follow –up through a personal reflective journal
- Finding solutions with peers, for common difficulties in working with school students
- Guidance from teacher educator to solve specific class related problems
- Guidance and consultation with school heads and teachers to strengthen and re-inforce class management process.

7.2.5. How does the institution address to the special needs of physically challenged and differently abled students enrolled in the institution?

The institution always emphasizes the need for inclusive education and hence is positive towards the students with special needs, seeking admission. Their individualized needs are interpreted through interactions with the students, three parents and all the available resources are put into use for their maximum utilization.

7.2.6. How does the institution handle and respond to gender sensitive issues (activities of women cell and other similar bodies dealing with gender sensitive issues)?

The institution always emphasis gender equity and responds to the gender sensitive issues in the following ways:-

- Following the norms as per the central allotment process of admission majority of the applicants are women candidates. No gender disparity is practiced in the Campus. No discrimination is given to male or female students during admission or other activities in the college.
- Hostel facility is provided to female students, which is administered and monitored by the institution. Male students stay at places nearer to college, under supervision from the administration.
- All, devoid of their gender, are free to express their creative talents. All are encouraged by the institution without a dissemination based on sex.
- Women cell in the college is active in organizing debates, interactions, discussions, seminars, medical awareness programmes, self-empowerment sessions and gynecological counseling.

7.3. STAKE HOLDER RELATIONS**7.3.1. How does the institution ensure the access to the information of organizational performance (Academic and Administrative) to the stakeholders?**

- The college has a website www.gctecalicut.in to publish the information regarding the institution. The website is updated continuously with relevant communications.
- Information regarding all major events in the college is published and circulated among the stake holders with notices, pamphlets, invitation cards and brochures.
- PTA meetings and Alumni meetings are held periodically for collecting evidences and supporting the activities of the institution.
- Stake holders also get relevant information regarding activities of the college through college magazines and news reports and visual media.
- Social networking sites are jointly updated by both the students and the Alumni, by communicating events and posting photos of important activities.

7.3.1 Utilising satisfaction/dissatisfaction for quality improvement

Success/Satisfaction and quality improvement	Failures/dissatisfaction for quality improvement
Scholarly achievements are promptly felicitated and encouragement provided for better performances and achievements	Academic shortcomings are promptly analysed, root cause identified and remedial coaching provided
Winners of major competitions are awarded, providing them with more opportunities	Rectifications of unsatisfactory performances in competitions are achieved through training, guidance and intensive practice.
School induction programme is monitored and good efforts are acknowledged, with added provisions for intensive training	Teaching practice monitoring helps in timely supervision and guidance for improvement
The job satisfaction of the staff is reinforced through timely promotions	Grievance redressal is positively welcomed and job related issues are sorted out with practical solutions
Stake holders provide support and feedback for enhancing the efforts towards maximum success	Feedback and valuable comments from the stakeholders are given due consideration and need based activities are formulated.

7.3.2. How does the institution share and use the information /data on success and failures of various processes, satisfaction and dissatisfaction of students and stakeholders for bringing qualitative improvement?

The stake holders, the PTA and Alumni is in continuous interaction with the institution, which helps in feedback leading to effective improvement and utilization of resources.

7.3.3. What are the feedback mechanisms in vogue to collect, collate and data from students, professional community, Alumni and other stake holder's on program quality? How does the institution use the information for quality improvement?

The institution has various analytical mechanisms to evaluate the effective functioning. They are as follows:-

- Monthly students council, given the students an opportunity to voice their needs, requirements and concerns

- The college website, virtually connects college authorities and faculty members and helps in aggregating their views and suggestions
- A grievance redressal cell functions under the leadership of the Principal, which notices the students immediate needs, deprivations and requirements.
- Feedback from students is continuously collected regarding options for betterment and improvement.
- Alumni association, PTA and college union through their periodical meetings provide valuable classes regarding the quality education provided by the institution.
- Commission visits during practical examination provides valuable information regarding the quality of education served in the institution.
- A collective assay of qualitative check is carried out at the end of each academic year, by precisely evaluating the success and benefits of the various programmes carried out during the academic year.

Additional information to be provided by institutions opting for re-accreditation

1. How is the core values of NAAC reflected in the various functions of the institution?

The goals and objectives of the institution is in sync with those envisioned by NAAC. The core values upheld by NAAC are practiced in the institution for the holistic development of the individual. These values also help in the social skill development and value oriented education, along with imparting global professional competencies and prepares the teacher students to excellence in the field of education.

Activities contributing National Development

- Reducing gender disparity in education
- Establishing equality in education
- Forming opinions and issues of national importance
- Social service
- Community related activities
- Cultural observations fostering cultural consciousness
- Interaction with people of political reverence
- Adult franchise practices of democracy

Activities fostering global competencies

- Life skill enhancement activities
- Personality development training
- Communication skill development programmes
- Competitive test orientation and preparatory training
- Group skill identification and individualized skill training
- Productive and creative processes reflecting innovation
- ICT enabled pedagogy
- Awareness of work culture abroad
- Orientation to International tests
- Awareness regarding International journals

Activities for Inculcating value system

- Value education classes
- Value integrated content transaction
- Media based value tutorials
- Theoretical content of value teaching
- Prayer services and provisions for prayer
- Observing days of communal integration
- Promoting Inter-religious Co-operation for secular values
- Field trips, study tours and Community living camps Promoting communal brotherhood
- Cultural events and programmes celebrating human values

Activities promoting use of Technology

- Computer training
- Laboratories with modernized machinery
- Language lab with updated technology
- CD projectors and computers in classrooms
- Computerised administrative office
- Internet equipped library
- ICT enabled seminar hall
- Modernised pedagogic transaction
- Effective and innovative use of visual/oral media
- Computerised recording of admission, examination and results
- Automated administration
- Transparent financial management

Quest for excellence

- Ensuring participation in faculty development programmes
- Organising/attending National/state level seminars and workshops
- Encouraging research works and related outputs in the field
- Collaborative versatility with union of other agencies
- Self – empowerment programmes
- Personality development programmes
- Environmental awareness
- Promoting community centred activities
- Promoting global exchange of expertise and resources

Additional information to be provided by institution opting for Re-accreditation/Re-assessment**1. What are the main evaluative observations/suggestions made in the first assessment report with reference to ‘innovations and best practices’ and how have they been acted upon?**

The NAAC Peer team proposed many suggestions for introducing innovative practices in the institution.

Suggestions by NAAC team	Actions taken by the college
Buildings are not accessible for physically challenged.	As per the norms set up by National Building Code (NBC), a ramp is built for enabling easy access to the building for the disabled and physically challenged.

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

The activities of the institution abide to the core values of NAAC, which when kept helps not only benefits the institution but also the society and its locality. The institution aims at developing itself into a major seat of excellence in the field of teacher education. Holistic development of the individual through social skill development and value oriented education is the major highlight apart from the academic upliftment in the course of developing the student teachers into a real

teacher. Acquisitions of global competencies are ensured. The institution is on its way to achieve excellence in the field of teacher education.

➤ **Activities contributing to National Development**

- Community related activities are encouraged on a large scale
- Theoretical inputs regarding national development is effectively incorporated in subjects of study
- National issues and unrest are acted upon with a reflective mind
- Social service is rendered to the less fortunate members of the society
- Sensitive to the needs of the marginalized
- Interactions with leaders and social reformers
- Celebrating/Observing days of National importance

➤ **Activities fostering global competencies**

- Programmes fostering life skill enhancement
- Communication skill development programmes
- Expert training to achieve teaching competency equaling global standards
- Training in techno-pedagogy
- Training in effective usage of modern technology supporting class room practices
- Preparing for preparing effective and creative exhibits related to the subject
- Training to face modern evaluation
- Training in competitive test preparation
- Training to work effectively in groups and in group discussion skill

➤ **Activities for inculcating value system**

- Theory of Value education is provided through core papers(B.Ed)
- Organize discussions, debates ,role play , ‘thought for the day’ sessions etc., based on value orientation
- Value education classes are provided
- Media based value lessons are presented

- Lesson transaction aiming at value development of the students is an integral part of teaching process
- Environmental programmes and days of ecological importance are conducted to develop ecological values
- Social service activities are conducted to inculcate social values
- Blood donation and other programmes of charity help in developing the value of brotherhood
- Celebrating all festivals-both local and religious- helps in developing secular values
- Artistic performances are encouraged and staged to inculcate cultural values
- Case study sensitive to the value complexes in the existing community
- PG dissertation works catering to value development and its evaluative studies
- Seminars and talks to promote the value of healthy survival

➤ **Activities promoting use of technology**

- Training in usage of modern classroom gadgets
- Computer training
- Theory paper supporting the use of technology
- Interactive white board
- Smart classrooms
- Language laboratory
- Projectors and computers available
- Internet accessed library
- Laboratories equipped with modern amenities
- CCTV coverage of classroom activities to support training sessions

➤ **Quest for excellence**

Our college aims at becoming a center of excellence in the field of teacher education. Contribution to the field of knowledge and social commitment is the pivot of all activities of the institution. Besides all such activities, our institution is actively engaged in a number of various innovative activities of great value.

- Participation in curriculum development programmes
- Conducting in-service training programmes
- Pain and palliative care activities
- Conducting/Participating National level seminars and workshops
- Pursuing research
- Guiding and supporting research
- Rendering research consultancy
- Undertaking projects of educational interest
- Environmental awareness programmes
- personality development programmes
- Faculty improvement programmes

The vision, mission and services extended by the institution reflect the core values presented by NAAC. Above all, the college offers a platform for the student teachers and other stakeholders to utilize their talents and skills, to raise oneself to a level of global excellence-both personally and professionally.

Mapping of Academic Activities of the Institution – B.Ed

	1 st Semester															2 nd Semester														
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
Admission and Orientation																														
Theory																														
Tutorials/ Seminars																														
Sessional 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: 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

Mapping of Academic Activities of the Institution – M.Ed

	1 st Semester																	2 nd Semester															
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
Admission and Orientation																																	
Theory																																	
Tutorials/ Seminar																																	
Sessional 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: 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

DECLARATION BY THE HEAD OF THE INSTITUTION

I certify that the data included in the Re-accreditation report (RAR) is true to the best of my knowledge.

The RAR is prepared by the institution after internal discussions and no part thereof has been outsourced.

I am aware that the peer team will validate the information provided in the RAR during their peer team visit.

Signature of the Head of the
Institution with seal