YEARLY STATUS REPORT - 2020-2021

Part A	
Data of the Institution	
1.Name of the Institution	GOVERNMENT COLLEGE OF TEACHER EDUCATION, KOZHIKODE
• Name of the Head of the institution	Dr. C. K. Babu
• Designation	Principal
• Does the institution function from its own campus?	Yes
• Alternate phone No.	04952722792
• Mobile No:	9847609160
• Registered e-mail ID (Principal)	babugcte@gmail.com
• Alternate Email ID	gctekozhikode20@gmail.com
• Address	Government College of Teacher Education, Kozhikode - 673001
• City/Town	Kozhikode
• State/UT	Kerala
• Pin Code	673001
2.Institutional status	
• Teacher Education/ Special Education/Physical Education:	Teacher Education
• Type of Institution	Co-education

• Location	**Urban**
• Financial Status	**UGC 2f and 12(B)**
• Name of the Affiliating University	**Calicut University**
• Name of the IQAC Co-ordinator/Director	**Dr. Syamala Devi M. B.**
• Phone No.	**9037163730**
• Alternate phone No.(IQAC)	**8547647130**
• Mobile (IQAC)	**9447847053**
• IQAC e-mail address	**iqacgctek21@gmail.com**
• Alternate e-mail address (IQAC)	**gctekozhikode@yahoo.com**
3.Website address	http://gctekozhikode.ac.in/
• Web-link of the AQAR: (Previous Academic Year)	http://gctekozhikode.ac.in/wp-content/uploads/sites/134/2022/05/AQAR-2019-2020.pdf
4.Whether Academic Calendar prepared during the year?	**No**
• if yes, whether it is uploaded in the Institutional website Web link:	

5.Accreditation Details

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	**A**	**3.16**	**2008**	**16/09/2008**	**15/09/2015**
Cycle 2	**A**	**3.09**	**2016**	**11/07/2016**	**10/07/2021**

6.Date of Establishment of IQAC	**01/12/2008**

7.Provide the list of funds by Central/ State Government-UGC/ICSSR/ IUCTE/CSIR/DST/DBT/CPE of UGC/PMMMNMTT etc.

Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount
Plan fund	Government	DCE, Govt. of Kerala	16/01/2021	245000

8.Whether composition of IQAC as per latest NAAC guidelines	No	
• Upload latest notification of formation of IQAC	No File Uploaded	
9.No. of IQAC meetings held during the year	2	
• Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website?	Yes	
• (Please upload, minutes of meetings and action taken report)	[View File]	
10.Whether IQAC received funding from any of the funding agency to support its activities during the year?	No	
• If yes, mention the amount		

11.Significant contributions made by IQAC during the current year (maximum five bullets)

Mental and Physical Well being awareness

Techno Pedagogic Content Knowledge (TPACK)

Holistic Development through Co - Curricular activities

Social commitment and Humanitarian values related programmes

Workshop on Blended Teaching

12.Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year (web link may be provided).

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Plan of Action	Achievements/Outcomes
Seminars & Workshops (State, National and International level)	Conducted seminars and workshops at various levels
Mastery in techno – pedagogic content knowledge	Organized ICT workshop for both B. Ed and M. Ed Students
Equipping students with Flipped classroom strategy	Provided hand on experience on flipped classroom strategy
Fitness programmes	Conducted 'Fit GCTE'
In – service Programme for High School & Higher Secondary Teachers	Conducted In – service Programme for High School & Higher Secondary school Teachers
Successful Co – ordination of academics with Co – curricular activities	Makes students productively combine co – curricular with academics through participation in B – Zone
Arranging Orientation classes to both UG and PG students	Orientation classes were arranged
Journal Publication	Published two Volume 12 (issue 01 & 02 ISSN 2229 -502X)
Research	Published research articles in national and international journals by the faculty
Consultancy	Consultancy for Statistical analysis, Doctoral Research, M. Ed and M. Phil Projects etc. are offered by the institution.
Internal examinations are to be conducted and the Internal marks to be published in time	Conducted internal examination and published internal marks within the stipulated time
Maintenance of Regular Student Feedback system.	Feedback of Students were done at the end of each course

13.Whether the AQAR was placed before statutory body?	Yes

- Name of the statutory body

Name of the statutory body	Date of meeting(s)
IQAC	01/06/2020

14.Whether institutional data submitted to AISHE

Year	Date of Submission
2020 - 2021	21/12/2021

15.Multidisciplinary / interdisciplinary

Multidisciplinary approach is a unique method in teaching learning programme, which uniquely integrate curriculum to illustrate a theme, subject or issue with the help of divergent subjects. It is powerful as it crosses the boundaries of displine or curriculum inorder to enrich and enhance the subject area. The National Education Policy - 2020 highly demands a multidisciplinary approach in teacher education. Multidisciplinary approach in teacher education programmes intense to develop well rounded individuals who possess critical 21th century capacities in various filed of studies such as Arts, Humanity, Commerce and Social Sciences there by developing high professional skills.

We look forward to this multidisciplinary approach as it is student friendly were each and every student getting ample opportunity to choose his or her subject from divergent areas. This method is a teacher friendly approach as it provides a space for pragmatic and flexible teaching learning experiences. Choosing their own requirements opens realistic attitude in the minds of students. It provides more holistic understanding of the world which enhances the students personality and character building process. It brings in managerial and corporative skills and techniques. It also helps students to learn different skills of evaluation and assessment through logical methods and approaches

16.Academic bank of credits (ABC):

Academic bank of credit is a credit facility envisioned by Government of India in the National Education Policy for creating a digital infrastructure that will store the academic credits earned by the student of various higher education institutions within the country. It actually enables the students to open their accounts and give multiple options for entering and leaving colleges. The academic bank of credit promotes students centric education, focus on learner friendly teaching approaches, implement inter disciplinary approach, allow students to learn the best course of

the interest and make the students move at their own space.

As it is a new scheme which is implement by NEP 2020 we are looking forward to make it happen in our institution too. We are fully aware of how it increases the students freedom in choosing their courses and academics. It really helps them to drop out in any year of study and exchage the credits earned so far with a certificate or diploma they are eligible of. They can redeem the credits they got and can join any other institution for continuing their education. As it provides the needed documentations we will be able to have a clear picture about students.

17.Skill development:

Teachers requre a variety of skills for creating lesson plans, transacting with students, working with management and interacting with parents. Skill development is globally cosidered as key for productive employment. Skill development is generally used to refer to the productive capabilities acqured through all levels of learning and training occuring in formal, non formal and informal job settings. It enables individuals to become fully and productively engaged in livelyhoods and to have the opportunity to adapt these capabilities to meet the change in demands and opportinities of economy and labour. Skill development for employment has basic and foundation skill, transferable skills, technical and vocational skills and professional and personnel skill.

We as a teacher education institution belives that teacher have the ability to change lives and to develop well educated and respectable student. For that we inculcate the skills of leadership, organization skill, multitasking, teamwork, communication, adaptablity, interpersonal skills, self evaluation, emotional intelligences, cirtical thinking, commitment, computer skill, creative thinking, time management, conflict resolution, cultural competence, writing skills, prioritization, classroom management, virtual teaching, negotiation and continous learning. These skills we believe will make the student teacher efficient in their profession there by enabling students success for a better world.

18.Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course)

Teacher education needs to be holostic which makes use of the teachers potential for developing students knowledge for promoting sustianable teaching. Apart from modern knowledge a teacher should possess traditional knowledge. Teacher education should contain

space for students knowledge, teachers knowledge, traditional knowledge and modern knowledge.

Teaching is a cultural exercise and it demands recognition, identification and fostering of the unique capabilities of students by sensitizing teachers as well as parents to promote each student's holostic development in both academic and non academic spheres. It should respect for diversity and respect for the local contest in curriculum, pedagogy and policy always keep in mind that education is a concurrent subject. It should include equity and inclusion has cornerstone of all education discussion to ensure students to thrive in educational system. It should uphold a deep rootedness and pride in India and in its rich diverse ancient and modern culture and acknowledge its system and tradition.

As NEP 2020 demands Quality Higher Education to develop good, thoughtful and creative individuals we too aspire to develop creative, diverse well equipped future with holostic knowledge. So we instill the provision of accumulating the source of spiritial and cultural unity through Indian Philosophy and values.

19.Focus on Outcome based education (OBE):Focus on Outcome based education (OBE):

Teacher education is an integral part of higher education. The higher education phenomenon of impressive achievement of access and equity with quality is much needed for teacher education. The outcome based education is a system of education woven around predefined learning outcomes which tells what the student will be able to do on completion of course or programme. Learning outcome is evidence or proof of learning.

Outcome based education for teacher is especially important because teaching is no more just communicating contents. There are other powerful and effective means. The new challenge for the teacher is to organize learning resourses and opportunity for students, influence and inspire student's and develop them has a learner. Outcome based education is learning outcome centric. Curriculum design, learning materials, and learning designs are informed by prespecified learning outcomes. In other words these are designed to ensure achievement of learning outcome. In outcome based education the purpose of assessment is the assessment of learning outcome. Learning outcomes as the basis of teacher education system plans to answer what would the student trainee be able to do on completion of teacher education programme, what a student trainee need to learn,

activities needed, assessment and quality criteria.

20.Distance education/online education:

Online teaching and learning refers to education that takes place over the internet. Online education often called distance education or web based education is currently the latest and the most popular form of distant education. Online teaching and learning is designed to reach and engage the modern learner on one to one basis anywhere, anytime. Online teaching offers exciting opportunities to expand the learning environment for diverse student population. It demands students participation, student coorperation, active learning, prompt feedback, emphasize time on task, communicate high expectation and respect diverse talents and ways of learning. It should also consider individual differences, motivation for students, avoidance of too much information, creation of real life context, social interaction, provision of hands on experience and encouraging student reflection.

Now teacher education relies more on hybrid teaching and it demanded online teaching more on the pademic time. As learning is a complex process, involving the auditory, visual and tactile senses, much effort has to be taken for online teaching. Online learning is refered to as a form of distance education and as web based learning, e - learning and digital learning. Now student teachers need to be technologically savvy, we promote online teaching to the maximum.

Extended Profile

1.Student

2.1 Number of students on roll during the year	193

File Description	Documents
Data Template	[View File](#)

2.2 Number of seats sanctioned during the year	110

File Description	Documents
Data Template	[View File](#)

2.3	**60**
Number of seats earmarked for reserved categories as per GOI/State Government during the year:	

File Description	Documents
Data Template	[View File](#)

2.4	**98**
Number of outgoing / final year students during the year:	

File Description	Documents
Data Template	[View File](#)

2.5Number of graduating students during the year	**95**

File Description	Documents
Data Template	[View File](#)

2.6	**95**
Number of students enrolled during the year	

File Description	Documents
Data Template	[View File](#)

2.Institution

4.1	**7500000**
Total expenditure, excluding salary, during the year (INR in Lakhs):	

4.2	**24**
Total number of computers on campus for academic purposes	

3.Teacher

5.1	**11**
Number of full-time teachers during the year:	

File Description	Documents
Data Template	<u>View File</u>
Data Template	No File Uploaded

5.2 Number of sanctioned posts for the year:	**14**

Part B

CURRICULAR ASPECTS

1.1 - Curriculum Planning

1.1.1 - Institution has a regular in house practice of planning and/or reviewing, revising curriculum and adapting it to local context /situation. Describe the institutional process of planning and/or reviewing, revising curriculum and adapting it to the local context in not more than 100 - 200 words

Govt. College of Teacher Education is affiliated with the University of Calicut since 1968. The curriculum planning authority is the University of Calicut. Students' feedback, need assessment of students, and feedback from practice teaching schools and other stakeholders are the different strategies adopted by the institution for curriculum revision. Drawbacks that require immediate action are brought to the attention of the University authorities. Discussions regarding curriculum modifications were done in IQAC meetings and Staff meetings. The decisions taken in both the meetings and suggestions from faculties were discussed in curriculum revision meetings of the UG Board. Academic Calendar, prepared at the beginning of each academic year comprises all curricular and co-curricular activities which are to be carried out in an academic year for both B. Ed and M. Ed students. The orientation program, which is given to the students, acquaints them with the curriculum and academic plan. Various programmes have been conducted in college in order to nurture the diverse abilities of students under the auspices of the College Union. The library has all the facilities for students to use reference books, journals, question banks and inflibnet.

File Description	Documents
Details of a. the procedure adopted including periodicity, kinds of activities b. Communication of decisions to all concerned c. Kinds of issues discussed	**No File Uploaded**
Plan developed for the academic year	_View File_
Plans for mid- course correction wherever needed for the academic year	**No File Uploaded**
Any other relevant information	**No File Uploaded**

1.1.2 - At the institution level, the curriculum planning and adoption are a collaborative effort; Indicate the persons involved in the curriculum planning process during the year Faculty of the institution Head/Principal of the institution Schools including practice teaching schools Employers Experts Students Alumni	**A. All of the above**

File Description	Documents
Data as per Data Template	**No File Uploaded**
List of persons who participated in the process of in-house curriculum planning	_View File_
Meeting notice and minutes of the meeting for in-house curriculum planning	**No File Uploaded**
A copy of the programme of action for in- house curriculum planned and adopted during the academic year	**No File Uploaded**
Any other relevant information	**No File Uploaded**

1.1.3 - While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) for all programmes offered by the institution, which are stated and communicated to teachers and	**E. None of the Above**

students through Website of the Institution Prospectus Student induction programme Orientation programme for teachers

File Description	Documents
Data as per Data Template	**No File Uploaded**
URL to the page on website where the PLOs and CLOs are listed	**Nil**
Prospectus for the academic year	**No File Uploaded**
Report and photographs with caption and date of student induction programmes	**No File Uploaded**
Report and photographs with caption and date of teacher orientation programmes	**No File Uploaded**
Any other relevant information	**No File Uploaded**

1.2 - Academic Flexibility

1.2.1 - Curriculum provides adequate choice of courses to students as optional / electives including pedagogy courses for which teachers are available

1.2.1.1 - Number of optional / elective courses including pedagogy courses offered programme-wise during the year

19

File Description	Documents
Data as per Data Template	**No File Uploaded**
Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum	**No File Uploaded**
Academic calendar showing time allotted for optional / electives / pedagogy courses	**No File Uploaded**
Any other relevant information	**Nil**

1.2.2 - Number of value-added courses offered during the year

0

1.2.2.1 - Number of value-added courses offered during the year

0

File Description	Documents
Data as per Data Template	**No File Uploaded**
Brochure and Course content along with CLOs of value-added courses	**No File Uploaded**
Any other relevant information	**No File Uploaded**

1.2.3 - Number of students enrolled in the value-added courses as mentioned in 1.2.2 during the year

0

1.2.3.1 - Number of students enrolled in the value-added courses as mentioned in 1.2.2 during the year

0

File Description	Documents
List of the students enrolled in the value-added course as defined in 1.2.2	**No File Uploaded**
Course completion certificates	**No File Uploaded**
Any other relevant information	**No File Uploaded**

1.2.4 - Students are encouraged and facilitated to undergo self-study courses online/offline in several ways through Provision in the Time Table Facilities in the Library Computer lab facilities Academic Advice/Guidance	

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File Description	Documents
Data as per Data Template	**No File Uploaded**
Relevant documents highlighting the institutional facilities provided to the students to avail self study courses as per Data Template	**No File Uploaded**
Document showing teachers' mentoring and assistance to students to avail of self-study courses	**No File Uploaded**
Any other relevant information	**No File Uploaded**

1.2.5 - Number of students who have completed self-study courses (online /offline, beyond the curriculum) during the year

0

1.2.5.1 - Number of students who have completed self-study courses (online /offline, beyond the curriculum) during the year

0

File Description	Documents
Data as per Data Template	**No File Uploaded**
Certificates / evidences for completing the self-study course(s)	**No File Uploaded**
List of students enrolled and completed in self study course(s)	**No File Uploaded**
Any other relevant information	**No File Uploaded**

1.3 - Curriculum Enrichment

1.3.1 - Curriculum of the institutions provides opportunities for the students to acquire and demonstrate knowledge, skills, values and attitudes related to various learning areas Describe the curricular thrusts to achieve the following in not more than 100 - 200 words each A fundamental or coherent understanding of the field of teacher education Procedural knowledge that creates teachers for different levels of school education skills that are specific to one's chosen specialization Capability to extrapolate from what one has learnt and apply acquired competencies Skills/Competencies such as: Emotional Intelligence, Critical Thinking, Negotiation and Communication Skills, Collaboration with others, etc.

Every year in the begining of the academic year, after the

completion of student intake we use to give an orientation class by experts for M. Ed and B. Ed seperately. a distinguished guest with high academic excellence will address the students for giving a overview of the different subjects and overall perspective of teacher education. The session will have a duration of 3 hours. Before starting the acdemic session all teachers will have a discussion with the students about the various papers using the prescribed syllabus. Through micro teaching the students start their exposition to various teaching skills after learning the theoritical part. Discussions, Demonstrations and Critisism lessons help the student to extrapolate what they have learn and apply them for exhibiting their acquired competencies. Skills and compencies in connection with emotional intelligence, Critical thinking, Negotiation and Communication skills, Collaboration with others are enhance through debates, seminars, symposiums and workshop.

File Description	Documents
List of activities conducted in support of each of the above	No File Uploaded
Documentary evidence in support of the claim	No File Uploaded
Any other relevant information	No File Uploaded
Photographs indicating the participation of students, if any	No File Uploaded

1.3.2 - Institution familiarizes students with the diversities in school system in Indian as well as international and comparative perspective. Describe in not more than 100-200 words how students are familiarized with the diversity in school system in India with respect to: Development of school system Functioning of various Boards of School Education Functional differences among them Assessment systems Norms and standards State-wise variations International and comparative perspective

The B. Ed students are made familiar with the present educational system through the paper called school management. In that paper they will be introduce to the various components that make a school. Before teaching practice they are taken for a one weekprogramme called intiatory school experience for getting hands own experience about the school system. The students are asked to find out to identify the various boards of school education from the neighbouring schools. The school management paper gives an idea about the various assessment systems. The norms and standard followed in different greats are discussed in the paper. The students are asked to find out the variations followed in different states. They are asked to find the international assessment system

for getting the difference.

File Description	Documents
Action plan indicating the way students are familiarized with the diversities in Indian school systems	**No File Uploaded**
Documentary evidence in support of the claim	**No File Uploaded**
Any other relevant information	**No File Uploaded**

1.3.3 - Students derive professionally relevant understandings and consolidate these into their professional acumen from the wide range of curricular experiences provided during Teacher Education Programme Describe the efforts made by the institution to enable students to develop understanding of the interconnectedness of the various learning engagements and to make them ready for the professional field in not more than 100-200 words

The B. Ed curriculum has a new paper called enhancing professional capacities for becoming a complete teacher. EPC 01 has Language across Curriculum where the students understands the terminologies used in their discpline, the question paper analysis, difference between various languages used in seminars, workshops, debates and symposiums along with observation of calssroom teaching in their subjects. Reading and reflecting on text helps the students to understand the difference in language presentation through reading and reflecting on various texts. EPC 02 on Arts and Drama on Education helps them to use various techniques used in art and drama for making classroom teaching effect. The EPC Uderstanding the self helps them to assess their own development as a professional. The EPC on ICT helps them to use the new technological innovations in classrooms. Moreover the paper on Professionalising different subjects help them to understand the new trends in their corresponding subjects.

File Description	Documents
Documentary evidence in support of the claim	**No File Uploaded**
Any other relevant information	**No File Uploaded**

1.4 - Feedback System

1.4.1 - Mechanism is in place for obtaining structured feedback on the curriculum – semester wise from various stakeholders. Structured feedback is obtained from Students

Teachers Employers Alumni   Practice Teaching Schools/TEI

File Description	Documents
Sample filled-in feedback forms of the stake holders	[View File](#)
Any other relevant information	**No File Uploaded**

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

File Description	Documents
Stakeholder feedback analysis report with seal and signature of the Principal	**No File Uploaded**
Action taken report of the institution with seal and signature of the Principal	**No File Uploaded**
Any other relevant information	**No File Uploaded**

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment of students during the year

50

2.1.1.1 - Number of students enrolled during the year

50

File Description	Documents
Data as per Data Template	[View File](#)
Document relating to sanction of intake from university	**No File Uploaded**
Approval letter of NCTE for intake of all programs	**No File Uploaded**
Approved admission list year-wise/ program-wise	**No File Uploaded**
Any other relevant information	**No File Uploaded**

2.1.2 - Number of seats filled against reserved categories (SC, ST, OBC) as per applicable reservation policy during the year

`M. Ed SC 6, ST 0, OBC 32 B. Ed SC 2, ST 1, OBC 24`

2.1.2.1 - Number of students enrolled from the reserved categories during the year

`M. Ed SC 6, ST 0, OBC 32 B. Ed SC 2, ST 1, OBC 24`

File Description	Documents
Data as per Data Template	View File
Copy of letter issued by State Govt. or Central Govt. indicating the reserved categories (Provide English version)	No File Uploaded
Final admission list published by the HEI	No File Uploaded
Admission extract submitted to the state / university authority about admissions of SC, ST, OBC students every year	No File Uploaded
Any other relevant information	No File Uploaded

2.1.3 - Number of students enrolled from EWS and Divyangjan categories during the year

`5`

2.1.3.1 - Number of students enrolled from EWS and Divyangjan categories during the year

`5`

File Description	Documents
Data as per Data Template	View File
Certificate of EWS and Divyangjan	No File Uploaded
List of students enrolled from EWS and Divyangjan	No File Uploaded
Any other relevant information	No File Uploaded

2.2 - Honoring Student Diversity

2.2.1 - Assessment process is in place at entry level to identify different learning needs of students and their level of readiness to undergo professional education programme and also the academic support provided to students Describe the assessment process at entry level to identify different learning needs

of students and their level of readiness to undergo professional education programme and also the academic support provided to students, in not more than 100-200 words.

In addition to the regular curriculum, guest lectures and seminars are conducted for the students as per the diverse needs of the students. Students and teachers both co-operate with students having diverse needs. Teacher educators identify slow and advance learners through certain tests. (Psychological tests, routine classroom tests – written as well as oral tests). Advance Learners are involved in leading various groups, organizing institutional programs, performing special responsibilities, preparing lessons using ICT and helping the students with diverse needs. Pupil Teachers' need for academic areas is discussed through the tutorials and remedial help is extended to them too. The slow learners are extended extra facility of attending remedial classes, tutorials and visiting library during free time. They are also encouraged to participate in co-curricular activities. Library books are procured on demand of students from time to time. Extra classes are arranged for the students who face difficulty in the learning process. Assignments and Projects are assigned to the Pupil-teachers. Internet facility is provided in the library, computer lab for students to have quick access to knowledge. Various co – curricular activities, cultural programmes etc. are organized in the College to provide holistic improvement of the students.

File Description	Documents
Documentary evidence in support of the claim	No File Uploaded
Documents showing the performance of students at the entry level	No File Uploaded
Any other relevant information	No File Uploaded

2.2.2 - Mechanisms are in place to honour student diversities in terms of learning needs; Student diversities are addressed on the basis of the learner profiles identified by the institution through Mentoring / Academic Counselling Peer Feedback / Tutoring Remedial Learning Engagement Learning Enhancement / Enrichment inputs Collaborative tasks Assistive Devices and Adaptive Structures (for the differently abled) Multilingual interactions and inputs | Six/Five of the above

File Description	Documents
Data as per Data Template	[View File](#)
Relevant documents highlighting the activities to address the student diversities	**No File Uploaded**
Reports with seal and signature of Principal	**No File Uploaded**
Photographs with caption and date, if any	**No File Uploaded**
Any other relevant information	**No File Uploaded**

2.2.3 - There are institutional provisions for catering to differential student needs; Appropriate learning exposures are provided to students No Special effort put forth in accordance with learner needs Only when students seek support As an institutionalized activity in accordance with learner needs Left to the judgment of the individual teacher/s Whenever need arises due to student diversity

One of the above

File Description	Documents
Relevant documents highlighting the activities to address the differential student needs	**No File Uploaded**
Reports with seal and signature of the Principal	**No File Uploaded**
Photographs with caption and date	**No File Uploaded**
Any other relevant information	**No File Uploaded**

2.2.4 - Student-Mentor ratio for the academic year

1:12

2.2.4.1 - Number of mentors in the Institution

13

File Description	Documents
Data as per Data Template	View File
Relevant documents of mentor-mentee activities with seal and signature of the Principal	No File Uploaded
Any other relevant information	No File Uploaded

2.3 - Teaching- Learning Process

2.3.1 - Multiple mode approach to teaching-learning is adopted by teachers which includes experiential learning, participative learning, problem solving methodologies, brain storming, focused group discussion, online mode, etc. for enhancing student learning Describe the varied modes of learning adopted and their basic rationale for adopting such learning mode/s for different courses of each programme in not more than 100-200 words.

The mentor documents the details of students assigned and records all details regarding academic performance in end semester examination, continuous assessment, participation in induction, school internship program and cultural activities. The mentor provides academic and personal support and counseling for the wellbeing of the student during the period of study through necessary interventions and equips the students in addressing their problems in real life situations. The mentoring system in the institution provides both professional and personal development through various programs and day to day interactions. Institution makes sure that a convenient environment of growth and development is ensured for individual students through mentoring system, wherein students can approach teachers for both educational and personal guidance. Mentoring system in the college proved effective in bridging the gap between the teachers and students. Another important service provided by the mentoring cell is career development of the students by providing awareness and support to students for higher education and employment. Structured and informal meetings are ensured between mentor and mentee for the effective communication and efficient functioning. It is also made convenient for teachers to meet the students for personal counseling through direct, indirect methods like telephonic conversations, online meets, virtual discussion forums.

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File Description	Documents
Course wise details of modes of teaching learning adopted during the academic year in each programme	**No File Uploaded**
Any other relevant information	**No File Uploaded**

2.3.2 - Number of teachers integrating ICT (excluding use of PPT) for effective teaching with Learning Management Systems (LMS), Swayam Prabha etc., Learning Resources and others excluding PPT during the year

9

File Description	Documents
Data as per Data Template	[View File](#)
Link to LMS	**Nil**
Any other relevant information	**No File Uploaded**

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

82

File Description	Documents
Data as per Data Template	[View File](#)
Programme wise list of students using ICT support	**No File Uploaded**
Documentary evidence in support of the claim	**No File Uploaded**
Landing page of the Gateway to the LMS used	**No File Uploaded**
Any other relevant information	**No File Uploaded**

2.3.4 - ICT support is used by students in various learning situations such as Understanding theory courses Practice teaching Internship Out of class room activities Biomechanical and Kinesiological activities Field sports	**Four of the above**

File Description	Documents
Data as per Data Template	View File
Lesson plan / activity plan / activity report to substantiate the use of ICT by students in various learning situations	**No File Uploaded**
Geo-tagged photographs wherever applicable	**No File Uploaded**
Link of resources used	**Nil**
Any other relevant information	**No File Uploaded**

2.3.5 - Continual mentoring is provided by teachers for developing professional attributes in students Describe in not more than 100-200 words the nature of mentoring efforts in the institution with respect to working in teams dealing with student diversity conduct of self with colleagues and authorities balancing home and work stress keeping oneself abreast with recent developments in education and life

A detail course plan for each department is prepared in consultation with the teacher and it is given to the students. They are also encouraged to know the subject beforehand which will help them to understand the subject better and inculcate the habit of life-long reading, learning and management skills. The college lays emphasis on inter-active teaching for which lecturers use LCD Projector and teaching aids for developing teaching skills amongst the would be teachers, orientation followed by model lessons is given in the following teaching skills through micro-teaching.

- **Skill of introducing the lesson.**

- **Skill of explanation**

- **Skill of questioning**

- **Skill of reinforcement**

- **Skill of illustration with example**

- **Skill of blackboard writing**

Participatory teaching learning strategy is used to make learning student centred. Technological approach makes the learning student centered Institution provides the facility of Mutimedia Projector,

OHPs, LCD Projector etc. to the student teachers to train them in the era of new technologies. Faculty members and the Student Teachers are actively engaged in using these technologies. Students are taught about how to prepare, handle and use various kinds of teaching aids and modern technological equipment. Student-teachers are encouraged to use various ICT devices in their practice teaching.

File Description	Documents
Documentary evidence in support of the claim	No File Uploaded
Any other relevant information	No File Uploaded

2.3.6 - Institution provides exposure to students about recent developments in the field of education through Special lectures by experts Book reading & discussion on it Discussion on recent policies & regulations Teacher presented seminars for benefit of teachers & students Use of media for various aspects of education Discussions showcasing the linkages of various contexts of education- from local to regional to national to global

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of the selected response/s	No File Uploaded
Reports of activities conducted related to recent developments in education with video graphic support, wherever possible	No File Uploaded
Any other relevant information	No File Uploaded

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

Creative learning describes the range of activities and approaches undertaken by an individual, which supports the development of creativity and other. Creative teaching describes approaches and activities, developed and delivered by those who lead learning, which are usually exciting, innovative and often use unexpected techniques to engage learners. Though often associated with the development of creativity skills in learners, creative teaching

approaches might not necessarily do this. They might for example, be used to help learners acquire knowledge and understanding effectively, rather than on the development of creativity skills in learners skills. Creativity embedded in curriculum design Learners mental health and wellbeing is improved Learners confidently applying creativity skills in all contexts Learners directly influencing their own creative learning and Quality cultural experiences accessible to all learners.These prompts invite teachers to consider whether a planned activity will help learners develop creativity skills. The task or learning experience has a strong element of personalisation and choice, stimulates curiosity and open-ended exploration.

File Description	Documents
Documentary evidence in support of the claim	No File Uploaded
Any other relevant information	No File Uploaded

2.4 - Competency and Skill Development

2.4.1 - Institution provides opportunities for developing competencies and skills in different functional areas through specially designed activities / experiences that include Organizing Learning (lesson plan) Developing Teaching Competencies Assessment of Learning Technology Use and Integration Organizing Field Visits Conducting Outreach/ Out of Classroom Activities Community Engagement Facilitating Inclusive Education Preparing Individualized Educational Plan(IEP)	Seven/Eight of the above

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of the selected response/s	No File Uploaded
Reports of activities with video graphic support wherever possibl	No File Uploaded
Any other relevant information	No File Uploaded

2.4.2 - Students go through a set of activities as preparatory to school- based practice teaching and internship. Pre practice teaching /	Four/Five of the above

internship orientation / training encompasses certain significant skills and competencies such as Formulating learning objectives Content mapping Lesson planning/ Individualized Education Plans (IEP) Identifying varied student abilities Dealing with student diversity in classrooms Visualising differential learning activities according to student needs Addressing inclusiveness Assessing student learning Mobilizing relevant and varied learning resources Evolving ICT based learning situations Exposure to Braille /Indian languages /Community engagement

File Description	Documents
Data as per Data Template	View File
Reports and photographs / videos of the activities	No File Uploaded
Attendance sheets of the workshops / activities with seal and signature of the Principal	No File Uploaded
Documentary evidence in support of each selected activity	No File Uploaded
Any other relevant information	No File Uploaded

2.4.3 - Competency of effective communication is developed in students through several activities such as Workshop sessions for effective communication Simulated sessions for practicing communication in different situations Participating in institutional activities as 'anchor', 'discussant' or 'rapporteur' Classroom teaching learning situations along with teacher and peer feedback	Two of the above

File Description	Documents
Data as per Data Template	View File
Details of the activities carried out during the academic year in respect of each response indicated	No File Uploaded
Any other relevant information	No File Uploaded

2.4.4 - Students are enabled to evolve the following tools of assessment for learning suited to the kinds of learning engagement provided to learners, and to analyse as well as interpret responses Teacher made written tests essentially based on subject content Observation modes for individual and group activities Performance tests Oral assessment Rating Scales

Two of the above

File Description	Documents
Data as per Data Template	View File
Samples prepared by students for each indicated assessment tool	No File Uploaded
Documents showing the different activities for evolving indicated assessment tools	No File Uploaded
Any other relevant information	No File Uploaded

2.4.5 - Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of Preparation of lesson plans Developing assessment tools for both online and offline learning Effective use of social media/learning apps/adaptive devices for learning Identifying and selecting/ developing online learning resources Evolving learning sequences (learning activities) for online as well as face to face situations

Four of the above

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File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of each response selected	No File Uploaded
Sample evidence showing the tasks carried out for each of the selected response	No File Uploaded
Any other relevant information	No File Uploaded

2.4.6 - Students develop competence to organize academic, cultural, sports and community related events through Planning and scheduling academic, cultural and sports events in school Planning and execution ofcommunity related events Building teams and helping them to participate Involvement in preparatory arrangements Executing/conducting the event	One of the above

File Description	Documents
Data as per Data Template	View File
Documentary evidence showing the activities carried out for each of the selected response	No File Uploaded
Report of the events organized	No File Uploaded
Photographs with caption and date, wherever possible	No File Uploaded
Any other relevant information	No File Uploaded

2.4.7 - A variety of assignments given and assessed for theory courses through Library work Field exploration Hands-on activity Preparation of term paper Identifying and using the different sources for study	Two of the above

File Description	Documents
Data as per Data Template	[View File](#)
Samples of assessed assignments for theory courses of different programmes	No File Uploaded
Any other relevant information	No File Uploaded

2.4.8 - Internship programme is systematically planned with necessary preparedness Describe institution's preparatory efforts at organizing internship programme in not more than 100-200 words with respect to the following: Selection/identification of schools for internship: participative/on request Orientation to school principal/teachers Orientation to students going for internship Defining role of teachers of the institution Streamlining mode/s of assessment of student performance Exposure to variety of school set ups

Internship is an important component of pre-service teacher education programme to provide field experience to the trainees. It provides not only practice teaching but opportunities to participate in activities of the school like a regular teacher.

1. The school is allotted to the students in coordination with the State Government and the University of Affiliation B. Ed. For the allocation of school to the students, the District Education Officer of the concerned district is appointed as the nodal officer.

2. The information regarding the number of students, span of the spell, subject wise list are given in prior.

3. Under the internship programme, the trainees are assigned multiple responsibilities and tasks such as preparing lesson and unit plans with classroom teaching and classroom management, organising co – curricular activities, conducting action research, case study and achievement test and diagnostic test etc.

4. Student teachers constitute a batch under the leadership of a professor-in-charge who discusses about their personal, educational and vocational issues. Students seek the support of their mentors, even after class hours to get academic guidance from the mentors. Our faculty renders their assistance through special attention to the academic and personal needs of the students.

File Description	Documents
Documentary evidence in support of the claim	**No File Uploaded**
Any other relevant information	**No File Uploaded**

2.4.9 - Number of students attached to each school for internship during the academic year

2.4.9.1 - Number of final year students during the academic year

85

File Description	Documents
Data as per Data Template	<u>View File</u>
Plan of teacher engagement in school internship	**No File Uploaded**
Any other relevant information	**No File Uploaded**

2.4.10 - Nature of internee engagement during internship consists of Classroom teaching Mentoring Time-table preparation Student counseling PTA meetings Assessment of student learning – home assignments & tests Organizing academic and cultural events Maintaining documents Administrative responsibilities- experience/exposure Preparation of progress reports	**Three/Four of the above**

File Description	Documents
Data as per Data Template	<u>View File</u>
Sample copies for each of selected activities claimed	**No File Uploaded**
School-wise internship reports showing student engagement in activities claimed	**No File Uploaded**
Wherever the documents are in regional language, provide English translated version	**No File Uploaded**
Any other relevant information	**No File Uploaded**

2.4.11 - Institution adopts effective monitoring mechanisms during internship programme. Describe in not more than 100-200 words, the monitoring mechanisms adopted to ensure optimal impact of internship in schools with specific reference to the role of teacher educators, school principal, school

teachers and peers.

Internship provides direct experiences to trainees on various roles of a teacher including teaching and developing command over the subject. It also provides an opportunity to integrate the theoretical knowledge on strategies and methods and instructional aids. The main objective is to realize and prepare them to perform the duties of a teacher in the school. It shows that trainee teachers have developed integrated skills of teaching with the proper guidance and support of school subject teachers and supervisors. Groups are made among trainees along with supervisors and they were well oriented to perform the activities in the school. As part of the B. Ed curriculum, trainee teachers have to go for two phases of internship.

The monitoring mechanisms are as follows-

1. Teacher candidate uses a variety of instructional and grouping strategies including co – teaching to ensure that students are engaged in productive tasks
2. Assessment is used regularly by teacher candidates and / or students during the lesson through monitoring of learning progress and results in accurate, specific feedback that advances learning among all students and those in the subgroups in particular. Teacher candidates are asked to use ICT integrated presentation tools or video to teach content in learning.

File Description	Documents
Documentary evidence in support of the response	No File Uploaded
Any other relevant information	No File Uploaded

2.4.12 - Performance of students during internship is assessed by the institution in terms of observations of different persons such as Self Peers (fellow interns) Teachers / School* Teachers Principal / School* Principal B. Ed Students / School* Students (* 'Schools' to be read as "TEIs" for PG programmes)

File Description	Documents
Assessment criteria adopted by each of the selected persons (For Bachelor and PG Programmes as applicable)	**No File Uploaded**
Two filled in sample observation formats for each of the claimed assessors	**No File Uploaded**
Any other relevant information	**No File Uploaded**

2.4.13 - Comprehensive appraisal of interns' performance is in place. The criteria used for assessment include Effectiveness in class room teaching Competency acquired in evaluation process in schools Involvement in various activities of schools Regularity, initiative and commitment Extent of job readiness

File Description	Documents
Format for criteria and weightages for interns' performance appraisal used	**No File Uploaded**
Five filled in formats for each of the aspects claimed	**No File Uploaded**
Any other relevant information	**No File Uploaded**

2.5 - Teacher Profile and Quality

2.5.1 - Number of fulltime teachers against sanctioned posts during the year

11

File Description	Documents
Data as per Data Template	**No File Uploaded**
Sanction letters indicating number of posts (including management sanctioned posts) with seal and signature of the principal	**No File Uploaded**
English translation of sanction letter, if it is in regional language	**No File Uploaded**
Any other relevant information	**No File Uploaded**

2.5.2 - Number of fulltime teachers with Ph. D. degree during the year

7

File Description	Documents
Data as per Data Template	View File
Certificates of Doctoral Degree (Ph.D) of the faculty	No File Uploaded
Any other relevant information	No File Uploaded

2.5.3 - Number of teaching experience of full time teachers for the during the year

12

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

12

File Description	Documents
Copy of the appointment letters of the fulltime teachers	No File Uploaded
Any other relevant information	No File Uploaded

2.5.4 - Teachers put-forth efforts to keep themselves updated professionally Describe the nature of efforts by teachers to keep themselves updated professionally in not more than 100-200 words 1.   In house discussions on current developments and issues in education 2.   Share information with colleagues and with other institutions on policies and regulations

Upgrade the teaching ideas by introducing innovation in teaching and learning. These changes and updating bring in more efficient skills and self-development ideas; using time and resources effectively and hence, help us understand better ways to teach. It's an important commitment as a reflective teacher to unravel and repackage knowledge, skills, pedagogies and learning outcomes, to stay relevant and connected to the future. When everything else is getting updated, it's important as teachers to get updated with effective pedagogies, new skills, and techniques, including the whole class, structured group, differentiation, and new assessments. Continuous professional development is crucial for teacher's professionalism, and affects teaching practices in the classroom Teachers get updated by joining courses like orientation, refresher courses, short term courses organised by HRDCs, TLCs etc.

Listed below are the lists of activities that teachers are involved in-

1. Informal dialogue, discussions to improve teaching
2. Courses and workshops
3. Education conferences and seminars
4. Professional development network
5. Individual and collaborative research
6. Mentoring and peer observation
7. Observation visits to other schools
8. CAS programmes

File Description	Documents
Documentary evidence to support the claim	No File Uploaded
Any other relevant information	No File Uploaded

2.6 - Evaluation Process

2.6.1 - Continuous Internal Evaluation (CIE) of student learning is in place in the institution Describe details of the Continuous Internal Evaluation in the institution highlighting its major components in not more than 100-200 words

The continuous internal assessment is carried out based on a Continuous evaluation process using internal assessment and semester-based evaluation. Internal evaluation as prescribed by University of Calicut is strictly followed by the college. The evaluation is done at the university level by way of end-semester examinations. Papers with the practical components are done as per their course requirements. The schedule of internal examinations is conveyed through the Academic calendar.

Due to Covid 19 Pandemic the internal evaluation has been carried out in online manner. The teachers have taken assessments on email or Google Classrooms. Presentations have been taken through Google Meet. Attendance is a part of the internal assessment which is updated regularly. Students are notified monthly about their attendance in percentages. Internal assessment includes written tests, oral tests, presentations, assignments, Class interaction, Participation in college activities, group discussions, seminars, online talks etc. Personal feedback is given to students. Weak students are counselled and remedial measures are suggested. The internal assessment marks are displayed on the college notice board for Redressal if any. Students are given clarifications accordingly.

File Description	Documents
Relevant documents related to Internal Evaluation System at the institution level with seal and signature of the Principal	**No File Uploaded**
Any other relevant information	**No File Uploaded**

2.6.2 - Mechanism of internal evaluation is transparent and robust and time bound; Institution adopts the following in internal evaluation Display of internal assessment marks before the term end examination Timely feedback on individual/group performance Provision of improvement opportunities Access to tutorial/remedial support Provision of answering bilingually	**Four of the above**

File Description	Documents
Copy of university regulation on internal evaluation for teacher education	**No File Uploaded**
Annual Institutional plan of action for internal evaluation	**No File Uploaded**
Details of provisions for improvement and bi-lingual answering	**No File Uploaded**
Documentary evidence for remedial support provided	**No File Uploaded**
Any other relevant information	**No File Uploaded**

2.6.3 - Mechanism for grievance redressal related to examination is operationally effective

The College gives equal and impartial treatment of all students in all sorts of works. The Redressal cell of the college clarifies all the grievances, including those related to examinations. Internal assessments are dealt by the concerned examiner maintaining the usual examination protocols. An active mechanism of grievance Redressal is maintained in the college. After publishing the internal marks, the students can file their grievance. If the students have any grievances regarding internal examinations, students have to approach internal examination in charge. An application duly stating the grievances is to be submitted to the principal. The principal in consultation with faculty members takes

necessary steps to resolve the grievances. If a student is not able to appear for examination due to medical reasons they are permitted in the next chance as per university norms.

File Description	Documents
Academic calendar of the Institution with seal and signature of the Principal	**No File Uploaded**
Any other relevant information	**No File Uploaded**

2.6.4 - The institution adheres to academic calendar for the conduct of Internal Evaluation Describe the mechanism of adhering to academic calendar for the conduct of Internal Evaluation in the institution in not more than 100-200 words.

Internal examinations are conducted prior to the university examinations. The institution adheres to the academic calendar. The students are given a clear idea of evaluation at the beginning of the program itself during orientation course and through academic calendar. The subject teacher clears to the students the internal and external evaluation process such as, Unit tests, Term tests, model examinations, University examinations, assignments, Seminar and their mark allotment as per university curriculum. It is a continuous evaluation process. All necessary steps are taken to conduct the internal examinations in transparent and time bound manner. The faculty evaluates the answer papers and are shown to students in class. In covid pandemic various Examinations were taken in LMS, e.g., Google classroom. The assessment and evaluation scheme is comprehensive, reliable, objective and transparent. If there are any discrepancies in the valued answers scripts, they are rectified by the faculty. In respect of university examinations there are provisions for re- evaluation of the answer script.

File Description	Documents
Academic calendar of the Institution with seal and signature of the Principal	**No File Uploaded**
Any other relevant information	**No File Uploaded**

2.7 - Student Performance and Learning Outcomes

2.7.1 - The teaching learning process of the institution is aligned with the stated PLOs and CLOs. Describe the way in which institution ensures alignment of stated PLOs and CLOs with the teaching learning process in not more than 100 - 200 words.

The institution has prepared Programme Outcomes for B.Ed , M.Ed

Programme and research programme. The Programme outcomes, and course outcomes are evaluated by the institution by direct and indirect methods and considered Formative evaluation and summative evaluation. POs and PSOs are designed to ensure complete and comprehensive learning about the program The course outcomes identify the minimum achievement required for success in the course. PLOs and CLOs have been finalised as per inputs from NAAC and deliberations with University of Calicut and Board of Studies members. The college holds departmental meetings to draw up teaching plans and optimize the achievement of PLOs, PSOs and CLOs. Teachers make aware students about the course outcomes in the classroom at the beginning of each unit and semester. Internal tests will be conducted based on COs. Class performance activities consisting of CIE, Formative assessment like assignments, tutorials, seminars, quizzes etc are activities related to Cos.

File Description	Documents
Documentary evidence in support of the claim	**No File Uploaded**
Any other relevant information	**No File Uploaded**

2.7.2 - Pass percentage of Students during the year

File Description	Documents
Data as per Data Template	[View File]
Result sheet for each year received from the Affiliating University	**No File Uploaded**
Certified report from the Head of the Institution indicating pass percentage of students program-wise	[View File]
Any other relevant information	**No File Uploaded**

2.7.3 - The progressive performance of students and attainment of professional and personal attributes in line with the PLOs and CLOs is monitored and used for further improvements

Program Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) are essential elements of learning – centred institutions which are predetermined in our B. Ed, M. Ed curriculum. PLOs are statements that specify what students will know or be able to do as a result of an activity and are expressed as knowledge, skills, attitudes, or values. They are observable and measurable. They are clearly written and easily understood by faculty, students, staff and

administrators. Each set of outcomes is comprehensive, coherent, and contextualized for a specific discipline.

Course-level outcomes reflect what students will learn by the end of the course. Course Learning Outcomes (CLOs) are central to your course's curriculum. They articulate to students, faculty, and other stakeholders what students will achieve in each course and how their learning will be measured. Student critically evaluates various pedagogical approaches to the teaching students speaking, writing within students" own instructional context.

File Description	Documents
Documentary evidence showing the performance of students on various internal assessment tasks and the LOs achieved	**No File Uploaded**
Any other relevant information	**No File Uploaded**

2.7.4 - Performance of outgoing students in internal assessment

2.7.4.1 - Number of students achieving on an average 70% or more in internal assessment activities during the year

82

File Description	Documents
Number of students achieving on an average 70% or more in internal assessment activities during t	<u>View File</u>
Record of student-wise / programme-wise / semester-wise internal assessment of students during the year	**No File Uploaded**
Any other relevant information	**No File Uploaded**

2.7.5 - Performance of students on various assessment tasks reflects how far their initially identified learning needs are catered to. Describe with examples the extent to which the assessment task and the performance of students reflect their initially identified learning needs in not more than 100 -200 words.

To address the needs of the student teacher should provide them with a variety of learning opportunities for effective learning. Student assessment is a critical aspect of the teaching and learning

process. Students are assessed through various assessment procedures. Firstly,summative assessment is implemented at the end of the course of study. Summative assessment is fundamentally concerned with learning outcomes. It is useful to provide information about patterns of student achievement unit tests, seminars and assignments are conducted to assess different potentials of students. Formative assessment, involves the evaluation of student learning over the course of time. Its fundamental purpose is to assess students' performance and understand their strengths and weaknesses. To teach diverse learners active learning is encourage through small group learning stations, promote practicum based and project based learning.

Self-assessment enables students to develop their own judgment. In self-assessment students are expected to assess both process and product of their learning. Students develop skills in group projects, teamwork, leadership roles, critical thinking and problem-solving. In Peer assessment techniques students evaluate the work of their peers and have their own evaluated by peers. Students are able to share with one another the experiences that they have undertaken.

File Description	Documents
Documentary evidence in respect to claim	**No File Uploaded**
Any other relevant information	**No File Uploaded**

2.8 - Student Satisfaction Survey

2.8.1 - Online student satisfaction survey regarding teaching learning process

http://gctekozhikode.ac.in/wp-content/uploads/sites/134/2023/07/Student-Satisfaction-Survey-2020-2021.pdf

RESEARCH AND OUTREACH ACTIVITIES

3.1 - Resource Mobilization for Research

3.1.1 - Number of research projects funded by government and/ or non-government agencies during the year

0

File Description	Documents
Data as per Data Template	**No File Uploaded**
Sanction letter from the funding agency	**No File Uploaded**
Any other relevant information	**No File Uploaded**

3.1.2 - Number of grants received for research projects from government and / or non-government agencies during the year (INR in Lakhs)

0

File Description	Documents
Sanction letter from the funding agency	**No File Uploaded**
Income Expenditure statements highlighting the research grants received certified by the auditor	**No File Uploaded**
Any other relevant information	**No File Uploaded**

3.1.3 - In-house support is provided by the institution to teachers for research purposes during the year in the form of Seed money for doctoral studies / research projects Granting study leave for research field work Undertaking appraisals of institutional functioning and documentation Facilitating research by providing organizational supports Organizing research circle / internal seminar / interactive session on research	One of the above

File Description	Documents
Data as per Data Template	View File
Institutional Policy document detailing scheme of incentives	No File Uploaded
Sanction letters of award of incentives	No File Uploaded
Income Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal	No File Uploaded
Documentary evidence for each of the claims	No File Uploaded
Any other relevant information	No File Uploaded

3.1.4 - Institution has created an eco-system for innovation and other initiatives for creation and transfer of knowledge that include Participative efforts (brain storming, think tank etc.) to identify possible and needed innovations Encouragement to novel ideas Official approval and support for innovative try-outs Material and procedural supports	One of the above

File Description	Documents
Documentary evidences in support of the claims	No File Uploaded
Details of reports highlighting the claims made by the institution	No File Uploaded
Reports of innovations tried out and ideas incubated	No File Uploaded
Copyrights or patents filed	No File Uploaded
Any other relevant information	No File Uploaded

3.2 - Research Publications

3.2.1 - Number of research papers / articles per teacher published in Journals notified on UGC website during the year

Nil

File Description	Documents
Data as per Data Template	View File
First page of the article/journals with seal and signature of the Principal	**No File Uploaded**
E-copies of outer jacket/contents page of the journals in which articles are published	**No File Uploaded**
Any other relevant information	**No File Uploaded**

3.2.2 - Number of books and / or chapters in edited books published and papers in National / International conference-proceedings per teacher during the year

14

File Description	Documents
Data as per Data Template	View File
• First page of the published book/chapter with seal and signature of the Principal	**No File Uploaded**
E-copies of outer jacket/contents page of the books, chapters and papers published along with ISBN number in national / international conference-proceedings per teacher	**No File Uploaded**
Any other relevant information	**No File Uploaded**

3.3 - Outreach Activities

3.3.1 - Number of outreach activities organized by the institution during the year

3.3.1.1 - Total number of outreach activities organized by the institution during the year

0

File Description	Documents
Data as per Data Template	**No File Uploaded**
Report of each outreach activity organized along with video/ photographs with seal and signature of the Principal	**No File Uploaded**
Any other relevant information	**No File Uploaded**

3.3.2 - Number of students participating in outreach activities organized by the institution during the year

3.3.2.1 - Number of students participating in outreach activities organized by the institution during the year

0

File Description	Documents
Event-wise newspaper clippings / videos / photographs with captions and dates	**No File Uploaded**
Report of each outreach activity with seal and signature of the Principal	**No File Uploaded**
Any other relevant information	**No File Uploaded**

3.3.3 - Number of student participation in national priority programmes such as Swachh Bharat, AIDs awareness, Gender sensitivity, Yoga, Digital India, National Water Mission during the year

195

3.3.3.1 - Number of students participated in activities as part of national priority programmes during the year

195

File Description	Documents
Data as per Data Template	**No File Uploaded**
Documentary evidence in support of the claim along with photographs with caption and date	**No File Uploaded**
Any other relevant information	**No File Uploaded**

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3.3.4 - Outreach activities in the community in terms of influencing and sensitizing students to social issues and contribute to community development Describe the way in which outreach activities conducted sensitized students to social issues and community development in not more than 100-200 words.

GCTE Covid Raksha 2020 – 2021

All students were given classes on how to keep themselves healthy following the covid protocol. Students were asked to clean their classrooms on every morning and evening. All classes were provided with sanitizers and detergents. Students were given training to make masks which they distributed among nearby schools.

VIDYA KIRAN– online mode

As a part of VIDYA KIRAN(A Unique Venture of GCTE KOZHIKODE) during the evening time our students from B. Ed and M. Ed regularly engage in remedial coaching for the weaker students ofLab School Model School Kozhikode, govt. Tribal Pre – metric Hostel, Easthill. We are completely supported by the Corporation of Kozhikodeunder quality improvement program (QIP) and give necessary help and support for the students in their areas of difficulty. The prospective teachers have given a training program to promote achievement for their students through musical intelligence. In this Program thecontents of different disciplines are taughtthrough popular Malayalam songs so that during the internship program the student teachers can practice and apply this musical method for motivating andinspiring their students. As a result the learningbecomes joyful and stress-free even for below average students.

File Description	Documents
Relevant documentary evidence for the claim	**No File Uploaded**
Report of each outreach activity signed by the Principal	**No File Uploaded**
Any other relevant information	**No File Uploaded**

3.3.5 - Number of awards and honours received for outreach activities from government / recognized agency during the year

0

File Description	Documents
Data as per Data Template	No File Uploaded
Appropriate certificates from the awarding agency	No File Uploaded
Any other relevant information	No File Uploaded

3.4 - Collaboration and Linkages

3.4.1 - Number of linkages for Faculty exchange, Student exchange, research etc. during the year

Nil

3.4.1.1 - Number of linkages for faculty exchange, student exchange, research etc. during the year

File Description	Documents
Data as per Data Template	No File Uploaded
List of teachers/students benefited by linkage – exchange and research	No File Uploaded
Report of each linkage along with videos/photographs	No File Uploaded
Any other relevant information	No File Uploaded

3.4.2 - Functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the academic year

Nil

File Description	Documents
Data as per Data Template	No File Uploaded
Copies of the MoU's with institution / industry/ corporate houses	No File Uploaded
Any other relevant information	No File Uploaded

3.4.3 - Institution has linkages with schools and other educational agencies for both academic and outreach activities and jointly organizes Local community based activities Practice

teaching /internship in schools Organizes events of mutual interest- literary, cultural and open discussions on pertinent themes to school education Discern ways to strengthen school based practice through joint discussions and planning Join hands with schools in identifying areas for innovative practice Rehabilitation Clinics Linkages with general colleges

File Description	Documents
Data as per Data Template	**No File Uploaded**
Report of each activities with seal and signature of the Principal	**No File Uploaded**
Any other relevant information	**No File Uploaded**

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

4.1.1 - The institution has adequate facilities for Teaching- Learning. viz., classrooms, laboratories, sports field, fitness center, equipment, computing facilities, sports complex, etc. for the various programme offered Describe the adequacy of facilities for Teaching –Learning as per the minimum specified requirement by statutory bodies in not more than 100 - 200 words

Government College of Teacher Education is situated in the heart of Kozhikode city. Even though the college is amidxt the din and buzzleof the busy citythe college provide stimulating intellectual alertness and a desire for learning. Each classroomis smart in nature and equipped with comfortable sitting for all students. The library serves various purposes like serving the academic needs of students and faculty with books and journals related to various branches of education. Added to this the library has a collection required for teaching and reference purposes. The computer lab with internet facility provide assess to various educational softwares, instructional applications and data resources. Our science library is equipped with equipments necessary for performing the practicals. The teacher trainees make use of lab resources for their practice teaching purposes, The Psychology lab integrates theoritical understanding of Educational Psychology by contextualizing and personalising practical experiences inorder to enhance the practical knowledge and skills of B. Ed students.The seminar hall of the college with a capacity of 100 seats is equipped with facilities for giving persentation and organizing other activities. Our college has an sports ground in the premises of our lab school. Fittness centre and necessary facilities for both indoor and outdoor games are also

there.

File Description	Documents
List of physical facilities available for teaching learning	[View File](#)
Geo-tagged photographs	**No File Uploaded**
Any other relevant information	**No File Uploaded**

4.1.2 - Number of classrooms and seminar hall(s) with ICT- enabled facilities such as smart classroom, LMS, video and sound systems etc. during the year.

4.1.2.1 - Number of classrooms and seminar hall(s) with ICT facilities

Classroom - 11, Seminar hall - 01

File Description	Documents
Data as per Data Template	[View File](#)
Geo-tagged photographs	**No File Uploaded**
Link to relevant page on the Institutional website	**Nil**
Any other relevant information	**No File Uploaded**

4.1.3 - Expenditure for infrastructure augmentation excluding salary during the year (INR in lakhs)

0

File Description	Documents
Data as per Data Template	**No File Uploaded**
Income Expenditure statements highlighting the expenditure on infrastructure augmentation with seal and signature of CA and the Principal	**No File Uploaded**
Any other relevant information	**No File Uploaded**

4.2 - Library as a Learning Resource

4.2.1 - Institution has adopted automation of library using Integrated Library Management System (ILMS) or any other software Describe the features of Library Automation in not more than 100 – 200 words.

Library management system can help libraries with their data

management system with data accuracy.The library is fully automated and it uses a userfriendly with library software COHO 19.05V. Following are the services offered by the library, SERVICES, Reference, User Orientation and Current Awareness, Assistance in searching databases provided. The college has encouraged the use of ICT based techniques of study purpose with the help of INFLIBNET. Learning platforms helps our institution to personalize the services and meet specific needs. This system help our institution to make all the decisions quicker along with providing systematic simple and efficient work there by bringing complete automation everyway. It efficiently solve all the problems providing teachers and students and authority to browse available books online from anywhere and anytime. Most importantly it provides easier management to the libararian helping in keeping and tracking the records of each books associated with each students. It even allows giving penalities on the students who do any kind of damages to the book after the alloted time. The computer lab of the college equipped with networking (LAN) facility. Awareness to SWAYAM courses, ICT workshop in collaboration with Central University of Kerala, Kasargod has conducted for the updation of digital skill.

File Description	Documents
Bill for augmentation of library signed by the Principal	**No File Uploaded**
Web-link to library facilities, if available	**Nil**
Any other relevant information	**No File Uploaded**

4.2.2 - Institution has remote access to library resources which students and teachers use frequently Give details of Gateway for remote access to library resources used by teachers and students in not more than 100 - 200 words

No remote access to library during the pademic covid situation.

File Description	Documents
Landing page of the remote access webpage	**No File Uploaded**
Details of users and details of visits/downloads	**No File Uploaded**
Any other relevant information	**No File Uploaded**

4.2.3 - Institution has subscription for e-resources and has membership / registration

for the following e-journals e-Shodh Sindhu Shodhganga e-books Databases

File Description	Documents
Data as per Data template	View File
Receipts of subscription /membership to e-resources	**No File Uploaded**
E-copy of the letter of subscription /member ship in the name of institution	**No File Uploaded**
Any other relevant information	**No File Uploaded**

4.2.4 - Annual expenditure for purchase of books, journals, and e-resources during the year (INR in Lakhs)

Nil

File Description	Documents
Data as per Data Template	**No File Uploaded**
Income Expenditure statements highlighting the expenditure on purchase of books, journals, e-resources with seal and signature of both the Principal and Chartered Accountant	**No File Uploaded**
Any other relevant information	**No File Uploaded**

4.2.5 - Per day usage of library by teachers and students during the academic year

4.2.5.1 - Number of teachers and students using library for Month one (not less than 20 working days) during the academic year

0

File Description	Documents
Document showing the number of teachers and students using library / e-library per working day/ logins in remote access for 10 days each for five months during the academic year with seal and signature of both the librarian and principal	**No File Uploaded**
Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution	**Nil**
Any other relevant information	**No File Uploaded**

4.2.6 - Efforts are made to make available National Policies and other documents on education in the library suitable to the three streams of teacher education –general teacher education, special education and physical education by the following ways Relevant educational documents are obtained on a regular basis Documents are made available from other libraries on loan Documents are obtained as and when teachers recommend Documents are obtained as gifts to College	**None of the above**

File Description	Documents
Data as per Data Template	**No File Uploaded**
Any other relevant information	**No File Uploaded**

4.3 - ICT Infrastructure

4.3.1 - Institution updates its ICT facilities including Wi-Fi Describe ICT facilities including Wi-Fi with date and nature of updation in not more than 100 - 200 words

Inorder to raise the level of digital consciousness and compenency of the student the college has established ICT based teaching learning system. We have ICT enable classrooms, seminar halls and a lab to make the mission successful. All the department classrooms in the college are smartclassrooms with projector and whiteboards. The teachers provide powerpoint presentations and othe learning materials using ICT. The entire campus wifi enabled with high speed

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internet connection to allow the students to access the internet no
matter where ever they are.
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File Description	Documents
Document related to date of implementation and updation, receipt for updating the Wi-Fi	**No File Uploaded**
Any other relevant information	**No File Uploaded**

4.3.2 - Student – Computer ratio during the academic year

```
10:1
```

File Description	Documents
Data as per data template	**No File Uploaded**
Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal	**No File Uploaded**
Any other relevant information	**No File Uploaded**

4.3.3 - Available bandwidth of internet connection in the Institution (Leased line) Opt any one:	`C. 250 MBPS - 500MBPS`

File Description	Documents
Receipt for connection indicating bandwidth	**No File Uploaded**
Bill for any one month during theacademic year indicating internet connection plan, speed and bandwidth	**No File Uploaded**
Any other relevant Information	**No File Uploaded**

4.3.4 - Facilities for e-content development are available in the institution such as Facilities for e-content development are available in the institution such as Studio / Live studio Content distribution system Lecture Capturing System (LCS) Teleprompter Editing and graphic unit	

File Description	Documents
Data as per Data Template	**No File Uploaded**
Link to videos of the e-content development facilities	**Nil**
List the equipment purchased for claimed facilities along with the relevant bills	**No File Uploaded**
Link to the e-content developed by the faculty of the institution	**Nil**
Any other relevant information	**No File Uploaded**

4.4 - Maintenance of Campus and Infrastructure

4.4.1 - Expenditure incurred exclusively on maintenance of physical and academic support facilities during the year (INR in Lakhs)

417347

File Description	Documents
Data as per Data Template	**No File Uploaded**
Income Expenditure statements highlighting relevant items with seal and signature of the Principal and Chartered Accountant	**No File Uploaded**
Any other relevant information	**No File Uploaded**

4.4.2 - Systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc.are in place Describe policy details of systems and procedures for maintaining and utilizing physical, academic and support facilities in not more than 100 - 200 words

IT plays a big part in learning at the institution. You're connected to lecturers and your fellow learners whether you're on Campus or in halls, and key learning materials are just a click away. Our large computer clusters are open to all students and include access to laser printing and scanning facilities. All the halls offer internet access and there is also extensive free wi – fi across Campus. We give an account that lets students access all our main computing services.

Also, the provision of advanced e – learning environments that gives students online access to course materials, interactive learning

activities, self-assessment exercises and assignment submission, as well as the opportunity to have discussions with teaching staff and other students. With access to resources 24 / 7 – including via mobile devices – these complements face – to – face teaching and is hugely popular and flexible tools for busy Students. Almost all lecture halls are equipped with lecture Capture recording equipment. The majority of teaching and learning activities that take place in these locations are recorded and made available to Students to aid revision.

File Description	Documents
Appropriate link(s) on the institutional website	Nil
Any other relevant information	No File Uploaded

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

5.1.1 - A range of capability building and skill enhancement initiatives are undertaken by the institution such as Career and Personal Counseling Skill enhancement in academic, technical and organizational aspects Communicating with persons of different disabilities: Braille, Sign language and Speech training Capability to develop a seminar paper and a research paper; understand/appreciate the difference between the two E-content development Online assessment of learning	Three of the above

File Description	Documents
Data as per Data Template	No File Uploaded
Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal	No File Uploaded
Sample feedback sheets from the students participating in each of the initiative	No File Uploaded
Photographs with date and caption for each initiative	No File Uploaded
Any other relevant information	No File Uploaded

5.1.2 - Available student support facilities in institution are Vehicle Parking Common rooms separately for boys and girls Recreational facility First aid and medical aid Transport Book bank Safe drinking water Hostel Canteen Toilets for girls Indicate the one/s applicable	Seven/Eight of the above

File Description	Documents
Geo-tagged photographs	No File Uploaded
Any other relevant information	No File Uploaded

5.1.3 - The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organization wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees	B. Any 3 of the above

File Description	Documents
Data as per Data Template for the applicable options	No File Uploaded
Institutional guidelines for students' grievance redressal	No File Uploaded
Composition of the student grievance redressal committee including sexual harassment and ragging	No File Uploaded
Samples of grievance submitted offline	No File Uploaded
Any other relevant information	No File Uploaded

5.1.4 - Institution provides additional support to needy students in several ways such as Monetary help from external sources such as banks Outside accommodation on reasonable rent on shared or individual basis Dean student welfare is appointed and takes care of	One of the above

student welfare Placement Officer is appointed and takes care of the Placement Cell Concession in tuition fees/hostel fees Group insurance (Health/Accident)

File Description	Documents
Data as per Data template	**No File Uploaded**
Income Expenditure statement highlighting the relevant expenditure towards student concession along with approval / sanction letter	**No File Uploaded**
Report of the Placement Cell	**No File Uploaded**
Any other relevant information	**No File Uploaded**

5.2 - Student Progression

5.2.1 - Number of students of the institution placed as teachers/teacher educators during the year

Number of students placed as teachers/teacher educators	Total number of graduating students
70	**81**

File Description	Documents
Data as per Data Template	**No File Uploaded**
Reports of Placement Cell for during the year	**No File Uploaded**
Appointment letters of 10 percent graduates for each year	**No File Uploaded**
Any other relevant information	**No File Uploaded**

5.2.2 - Number of student progression to higher education during the academic year

5.2.2.1 - Number of outgoing students progressing from Bachelor to PG (A1).

10

File Description	Documents
Data as per Data Template	**No File Uploaded**
Details of graduating students and their progression to higher education with seal and signature of the principal	**No File Uploaded**
Documentary evidence in support of the claim	**No File Uploaded**
Any other relevant information	**No File Uploaded**

5.2.3 - Number of students qualifying state/national level examinations during the year (eg: NET/SLET/ TET/ CTET)

25

File Description	Documents
Data as per Data Template	**No File Uploaded**
Copy of certificates for qualifying in the state/national examination	**No File Uploaded**
Any other relevant information	**No File Uploaded**

5.3 - Student Participation and Activities

5.3.1 - Student council is active and plays a proactive role in the institutional functioning Describe the ways in which student council plays a proactive role in the institutional functioning and contribute for students welfare in not more than 100 - 200 words

Student council helps to develop and provide opportunities for leadership and service for students in the college and in the community. It helps in personal growth of leaders through participation in various institutional functions in district, state and national programs and organizations. It provides a living workshop of democratic processes, through such activities as elections that make the institutional working easy and in right direction. Student council contribute to the educational experiences of students by providing them with a positive involvement in with widened areas of responsibilities and with more direct participation in organizing and implementing activities also promote an awareness of power structures and how it effectively operates and increases the co-operation among the administration, faculty and students.

File Description	Documents
Copy of constitution of student council signed by the Principal	**No File Uploaded**
List of students represented on different bodies of the Institution signed by the Principal	**No File Uploaded**
Documentary evidence for alumni role in institution functioning and for student welfare	**No File Uploaded**
Any other relevant information	**No File Uploaded**

5.3.2 - Number of sports and cultural events organized at the institution during the year

10

File Description	Documents
Data as per Data Template	**No File Uploaded**
Reports of the events along with the photographs with captions and dates	**No File Uploaded**
Copy of circular / brochure indicating such kind of events	**No File Uploaded**
Any other relevant information	**No File Uploaded**

5.4 - Alumni Engagement

5.4.1 - Alumni Association/Chapter (registered / non-registered but functional) contributes significantly for the development of the institution   Describe the role of alumni association in the development of institution in not more than 100 - 200 words highlighting two significant contributions in any functional aspects

Alumni association serve as a means to stay connected with former students of this college. Alumni and GCTE holds eminent places towards the smooth functioning of this college and promises their best support. The former students of our college work in various professions. Most of the alumni are in the teaching fields. Alumni extends their support through various programs such as conducting expert talks in academic matters, curriculum implementation and act as judges in many competitions in the college. Demonstration classes for the student teachers are taken by the alumni without claiming remunerations. They also provide support for successfully conducting seminars and workshops organized by the various departments of this

college. They make earnest contributions of different means to the institutions.

File Description	Documents
Details of office bearers and members of alumni association	**No File Uploaded**
Certificate of registration of Alumni Association, if registered	**No File Uploaded**
Any other relevant information	**No File Uploaded**

5.4.2 - Alumni has an active role in the regular institutional functioning such as Motivating the freshly enrolled students Involvement in the in-house curriculum development Organization of various activities other than class room activities Support to curriculum delivery Student mentoring Financial contribution Placement advice and support	**Three/Four of the above**

File Description	Documents
Documentary evidence for the selected claim	**No File Uploaded**
Income Expenditure statement highlighting the alumni contribution	**No File Uploaded**
Report of alumni participation in institutional functioning for the academic year	**No File Uploaded**
Any other relevant information.	**No File Uploaded**

5.4.3 - Number of meetings of Alumni Association held during the year

2

File Description	Documents
Data as per Data Template	**No File Uploaded**
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	**No File Uploaded**
Any other relevant information	**No File Uploaded**

5.4.4 - Alumni Association acts as an effective support system to the institution in motivating students as well as recognizing, nurturing and furthering any special talent/s in them. Describe the mechanism through which Alumni Association acts as an effective support system to the institution in motivating, nurturing special talent in not more than 100 - 200 words

Active involvement of Alumni is one of the key factors for overall growth and progression of institution. Collaborating with the best skilled Alumni can render their service for the uplift of this college. Many alumni are keen to give back experience and expertise they possess to their parent institution. Many of the Alumni of college become role models for the current students and will have positive impacts on their academics.They guide youngsters for achieving their future goals and sometimes open a platform of career counselling. Special talents of students are identified and they get opportunities to express them and may even get career chances through such collaborations. Alumni Association also helps to enhance human to human interaction between current students & former students.

File Description	Documents
Documentary evidence in support of the claim	**No File Uploaded**
Any other relevant information	**No File Uploaded**

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

6.1.1 - The governance of the institution is reflective of an effective leadership and participatory mechanism in tune with the vision and mission Describe the vision and mission statement of the institution on the nature of governance, perspective plans and participation of the teachers, students and non-teaching staffs in its decision making bodies of the institution in not more than 100 - 200 words.

Govt. College of Teacher Education, Calicut is a premier institution devoted to quality teacher education at the secondary level. Our Vision is to impart quality Education that fosters a better social order. To impart Quality Education that fosters a Better Social Order. Our missions are 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 student teachers specific skills needed for discharging duties as responsible citizens and a sense of self-esteem and progressive outlook among the stake holders of the institution, Nurture the citizens 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. Effective leadership is reflected by this institution as all the important decisions regarding planning and governance are taken with consent of all teaching staff after effective discussions and communications. It helps in division of labor and proper implementation of decisions taken.

File Description	Documents
Vision and Mission statements of the institution	No File Uploaded
List of teachers, students and non-teaching staff on decision making bodies of the institution with seal and signature of the Principal	No File Uploaded
Documentary evidence in support of the claim	No File Uploaded
Any other relevant information	No File Uploaded

6.1.2 - Institution practices decentralization and participative management Describe the process of decentralization and participative management practiced in the institution in not more than 100 - 200 words

Academic and administrative powers are vested in the principal of the college and he is supported by the Vice Principal and the decentralization and participative management practiced in the institution by allotting section wise duties which are done by Senior Superintendent, Head of Accountant, and 7sections and Typist, Office Assistants and Management. Section A1: Postings of teachers, nonteaching staff, Approval of regularization of postings, Probation declaration, leave approval, increment of administrative staff, leave surrender, IMG training. NLC certificate of gazette officers, right to information (General), Advance increment of teachers, FIP A2: PF, TA, NRA related works, Tender notice, contingent bill and non-plan bills, Monthly expenditure statement to DCE under non-plan, Sending annual report to DCE and university. A3: Salary bill, spark related works, PF admissions, SLI, GIS, FBS, Treasury reconciliation, audit objections, UGC fund purchases, university exams. A4 : admissions, E grants, scholarships, TC, Research scholar register maintenance and bill forwarding. A5: All collections DCB to DCE and university, Tapal dispatch, stamp account. A6: Reimbursement of medical, travelling allowances, Collection of water charge of hostel and quarters, Stationary stock, stock verifications, CDC register. A7: Helping E grants, admissions, bills, university exams-online submission, spark and university exams.

File Description	Documents
Relevant documents to indicate decentralization and participative management	**No File Uploaded**
Any other relevant information	**No File Uploaded**

6.1.3 - The institution maintains transparency in its financial, academic, administrative and other functions Describe the efforts of the institution towards maintenance of transparency in its financial, academic, administrative and other functions in not more than 100 - 200 words.

The institution maintains transparency in its financial, academic, administrative and other functions by assigning the duties to various sections and by maintaining proper records. Finance and accounts are maintained by computerized account keeping and administrative system. Salary of faculty members and staff is transferred directly to the bank accounts. Salary bills are submitted to the treasury through BIMS (Bill Information and Management software). Pay slips and PF statements of employees are transmitted electronically. Service record of teaching and non-teaching staff is maintained in online mode through SPARK- Service and Payroll Administrative Repository of Kerala. Service Book maintenance, Attendance register, Entitlement register (for teachers), leave register are prepared manually in the office. The office functions are dealt with by the senior superintendent. He/she has the duty to assign the works of all the staff in the office. Our institution adheres rules and procedures of UGC and higher education department of Kerala and Principal and staff council monitor each assigned regularly.

File Description	Documents
Reports indicating the efforts made by the institution towards maintenance of transparency	**No File Uploaded**
Any other relevant information	**No File Uploaded**

6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic plan is effectively deployed Describe one activity successfully implemented based on the strategic plan with details of deployment strategy, during the year in not more than 100 - 200 words

The institutional strategic plan is effectively deployed in the college through portfolios that are prepared by Staff council meetings and all the academic works are effectively coordinated accordingly. Two teachers have given the charge for coordinating the

B.Ed. and M.Ed. courses from the time of admission itself. The admission procedures, uploading of admission details to the university like number of students admitted with respect to reservation categories etc. and academic works like time table preparation, semester wise distribution, academic calendar preparation, academic activities, formative and summative evaluations, internal mark uploading all are successfully conducted through deployment strategy.

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	**Nil**
Documentary evidence in support of the claim	**No File Uploaded**
Any other relevant information	**No File Uploaded**

6.2.2 - The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, etc. Describe the functioning of the institutional bodies in not more than 100 - 200 words.

The Institution strictly abides by the service rules. The various departments and committees work efficiently both independently and collaboratively with others to practice new ideas and take initiatives to implement various activities according to the policy of the Institute. Each committee had their plan of work and executing them with the collaboration of other faculty and students as well. All vacancies to the various posts are filled according to the procedures laid down by the NCTE.

File Description	Documents
Link to organogram on the institutional website	**Nil**
Documentary evidence in support of the claim	**No File Uploaded**
Any other relevant information	**No File Uploaded**

6.2.3 - Implementation of e-governance are in the following areas of operation Planning and Development Administration Finance and Accounts Student Admission and Support Examination System Biometric / digital attendance for staff Biometric / digital	**Five/Six of the above**

attendance for students	

File Description	Documents
Data as per Data Template	**No File Uploaded**
Screen shots of user interfaces of each module	**No File Uploaded**
Annual e-governance report	**No File Uploaded**
Geo-tagged photographs	**No File Uploaded**
Any other relevant information	**No File Uploaded**

6.2.4 - Effectiveness of various bodies / cells / committees is evident through minutes of meetings and implementation of their resolutions / decisions Describe one decision based on the minutes of the meetings of various Bodies / Cells / Committees which is successfully implemented in not more than 100 - 200 words.

Various committees/cells are active in the institution that helps to monitor smooth functioning of institution. Placement cell, Scrutiny and Evaluation committee, Crisis management cell, Guidance cell, Purchase committee, , Time Table Committee , Tourism club, Anti-Ragging committee, Anti-Harassment cell, Grievance cell, Internal complaint against sexual harassment, Crisis management cell, Technical committee and Equipment, Library committee, Excursion activities, Charity Programs, Narcotic club, Eco club, Discipline committee, Women cell, Inter collegiate competitions etc.

File Description	Documents
Minutes of the meeting with seal and signature of the Principal	**No File Uploaded**
Action taken report with seal and signature of the Principal	**No File Uploaded**
Any other relevant information	**No File Uploaded**

6.3 - Faculty Empowerment Strategies

6.3.1 - Effective implementation of welfare measures for teaching and non-teaching staff is in place Describe the existing welfare measurements for teaching and non-teaching staff and their implementation in not more than 100 - 200 words

The institution has the welfare measures which are provided by government as it is a government organization and that include PF schemes. The Institute provides and implements various welfare measures for the teaching and non-teaching staff. Faculty and staff are free to use the college facilities such as library, computer

lab, internet, pantry among other facilities free of cost .The Admin, faculty and support staffs have been provided with a spacious dining room that is complete with an induction cooker, refrigerator and wash basin and storage. They can also use the refreshment facilities like badminton, health improvement facilities like gymnasium in the college.

File Description	Documents
List of welfare measures provided by the institution with seal and signature of the Principal	No File Uploaded
List of beneficiaries of welfare measures provided by the institution with seal and signature of the Principal	No File Uploaded
Any other relevant information	No File Uploaded

6.3.2 - Number of teachers provided with financial support to attend seminars / conferences / workshops and towards membership fees of professional bodies during the year

10

File Description	Documents
Data as per Data Template	No File Uploaded
Institutional Policy document on providing financial support to teachers	No File Uploaded
E-copy of letter/s indicating financial assistance to teachers	No File Uploaded
Certificate of participation for the claim	No File Uploaded
Certificate of membership	No File Uploaded
Income Expenditure statement highlighting the financial support to teachers	No File Uploaded
Any other relevant information	No File Uploaded

6.3.3 - Number of professional development /administrative training programmes organized by the institution for teaching and non-teaching staff during the year.

1

File Description	Documents
Data as per Data Template	**No File Uploaded**
Brochures / Reports along with Photographs with date and caption	**No File Uploaded**
List of participants of each programme	**No File Uploaded**
Any other relevant information	**No File Uploaded**

6.3.4 - Number of teachers undergoing online / face to face Faculty Development Programmes (FDPs) viz., Orientation Programme and Refresher Course of the ASC / HRDC, Short Term Course and any other similar programmes

4

File Description	Documents
Data as per Data Template	**No File Uploaded**
Copy of Course completion certificates	**No File Uploaded**
Any other relevant information	**No File Uploaded**

6.3.5 - The institution has a performance appraisal system for teaching and non-teaching staff Describe the process of performance appraisal system for teaching and non-teaching staff in not more than 100 - 200 words.

A system of annual appraisal is followed for all the teaching and non – teaching staff. The duly filled self – appraisal form is received from all faculty members at the end of every year. The appraisal forms include the teaching, presentation techniques, course delivery, evaluation scheme, the academic commitments and professional development of the faculty members.

A report is generated by the head of the departments in various perspective measures at each semester and the same is forwarded to the Principal for further action. Appraisal interviews are conducted periodically to evaluate the teaching skills and their professional growth. The assessment report and concluding remarks are considered for the promotion, increment, recognition etc. From the outcomes of the appraisal measures the competency level of the staff is increased and the academic performance can be improved.

The teaching Faculty has to submit the Performance Based Appraisal Report along with all the necessary documents in the month of March

to be scrutinized and evaluated by the IQAC. The Head clerk writes the appraisal for each of the Admin Staff in the months of April – May which has to be presented before the Principal for comments and review.

File Description	Documents
Proforma used for performance appraisal for teaching and non-teaching staff with seal and signature of the Principal	**No File Uploaded**
Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal	**No File Uploaded**
Any other relevant information	**No File Uploaded**

6.4 - Financial Management and Resource Mobilization

6.4.1 - Institution conducts internal or /and external financial audit regularly Describe the process of internal and external financial audits along with the mechanism for settling audit objections, if any, during the year in not more than 100 - 200 words

The institution conducts internal and external financial audits regularly. There are two types of financial audits. They are- 1. Audit from Accountant General of Kerala (Audit of Plan and Non Plan funds allotted to the college). The AG'S audit is mainly for financial matters and purchase. 2. Directorate of Collegiate audit. The Directorate of Collegiate Education audit is for Time Table, Establishment, Attendance, Financial matters, Purchase etc. College will give necessary clarifications through proper channels If there is any clarification or objections from the auditing officer. The Internal auditing of PTA fund, Alumni Fund, IQAC Fund, Journal fund, Student Development Fund is done every year. A staff committee is been appointed to conduct audits in accordance with auditing standards every financial year. By presenting an account and statement of expenditure are presented by the faculty in charge and necessary clarification is given by them. Based on the discussion internal audits are done. UGC funded projects, FIP contingency expenditure, seminars, workshops sanctioned by UGC are also audited

File Description	Documents
Report of Auditors of during the year signed by the Principal.	**No File Uploaded**
List of audit objections and their compliance with seal and signature of the Principal	**No File Uploaded**
Any other relevant information	**No File Uploaded**

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

0

File Description	Documents
Data as per Data Template	**No File Uploaded**
Income Expenditure statements highlighting the relevant items with seal and signature of both the Chartered Accountant / Principal	**No File Uploaded**
Copy of letter from the NGO / Individual / Philanthropists stating the Fund / Donation given	**No File Uploaded**
Any other relevant information	**No File Uploaded**

6.4.3 - Institutional strategies for mobilization of funds and the optimal utilization of resources are in place. Describe the procedure of mobilization of funds and its optimal utilization in not more than 100 - 200 words.

At the beginning of the year Financial Budgets are prepared for mobilization of funds and the optimal utilization of resources taking inputs from Teaching and Administrative staff. The Budget is approved after consultation with the management. The suggestions given by the Chartered Accountant are complied. Financial matters and purchase audit done by AG's audit. The Directorate of Higher Education conducts external audits for Time Table, Establishment, Attendance, Financial matters, Purchase etc.

File Description	Documents
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	**No File Uploaded**
Any other relevant information	**No File Uploaded**

6.5 - Internal Quality Assurance System

6.5.1 - Internal Quality Assurance Cell (IQAC) or any other mechanism has contributed significantly for institutionalizing the quality assurance strategies Describe the process adopted by the institution for quality assurance through IQAC or any other mechanism in not more than 100 - 200 words

The IQAC reviews the staff members' self-appraisal reports and plans workshops and training sessions to prepare the faculty for the switch from the traditional mode to the virtual mode. All planned and carried out activities are examined by IQAC to guarantee the quality of programmes.

To consistently uphold the higher standards for training students in all the skills required of professionals:

1. **A carefully thought-out but adaptable learning procedure was implemented**
2. **Skilled educators who are encouraged to stay up to date on new advancements in their specialised fields.**
3. **Modern infrastructure offering an engaging learning environment.**
4. **An ongoing evaluation of the success of learning processes based on feedback from stakeholders.**

File Description	Documents
List of activities responsible for ensuring quality culture in the Institution with seal and signature of the principal	**No File Uploaded**
Any other relevant information	**No File Uploaded**

6.5.2 - The institution reviews its teaching-learning process periodically through IQAC or any other mechanism Describe the process adopted by the institution for reviewing Teaching-Learning Process periodically in not more than 100 - 200 words.

The IQAC scrutinize the Self-appraisal reports of staffs, organize

workshops and training programs to equip the faculty to make the transition from regular mode to the virtual mode. Webinars were conducted at the State and National Level for students of Colleges of Education. Effective utilization of time and relaxing the students and staff various programs are conducted through online mode during the covid. For ensuring the quality of programs, all activities that are planned and executed are scrutinized by IQAC.

File Description	Documents
Appropriate documents to show the visible improvement/s in Teaching-Learning Process with seal and signature of the Principal	No File Uploaded
Any other relevant information	No File Uploaded

6.5.3 - Number of quality initiatives taken by IQAC or any other mechanism for promoting quality culture during the year

0

File Description	Documents
Data as per Data Template	No File Uploaded
Report of the work done by IQAC or other quality mechanisms	No File Uploaded
List of quality initiatives undertaken by IQAC / other quality mechanism signed by the Principal	No File Uploaded
Any other relevant information	No File Uploaded

6.5.4 - Institution engages in several quality initiatives such as Regular meeting of Internal Quality Assurance Cell (IQAC) or other mechanisms; Feedback collected, analysed and used for improvements Timely submission of AQARs (only after 1st cycle) Academic Administrative Audit (AAA) and initiation of follow up action Collaborative quality initiatives with other institution(s) Participation in NIRF	One of the above

File Description	Documents
Data as per Data Template	**No File Uploaded**
Link to the minutes of the meeting of IQAC	http://gctekozhikode.ac.in/wp-content/uploads/sites/134/2023/07/IQAC-minutes-2020-21.pdf
Link to Annual Quality Assurance Reports (AQAR) of IQAC	http://gctekozhikode.ac.in/wp-content/uploads/sites/134/2022/05/AQAR-2019-2020.pdf
Consolidated report of Academic Administrative Audit (AAA)	**No File Uploaded**
e-Copies of the accreditations and certifications	**No File Uploaded**
• Supporting document of participation in NIRF	**No File Uploaded**
Feedback analysis report	**No File Uploaded**
Any other relevant information	**No File Uploaded**

6.5.5 - Institutions keeps track of the incremental improvements achieved in academic and administrative domains of its functioning through quality assurance initiatives For first cycle: Describe two examples to show incremental improvements achieved within the institution during the year in not more than 100 - 200 words each For second and subsequent cycles: Describe two examples to show incremental improvements achieved within the institution due to quality initiatives since the previous accreditation in not more than 100 - 200 words each

1. With the use of funds permitted by RUSA, improvinginfrastructure for a better learning environment is under progress. 2. By making a request to the appropriate authorities, provision fornecessary faculty support for M Ed,Arts and drama faculty members has been in consideration.

File Description	Documents
Relevant documentary evidence in support of the claim	**No File Uploaded**
Any other relevant information	**No File Uploaded**

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

7.1.1 - Institution has a stated energy policy streamlining ways of energy conservation, use of alternate sources of energy for meeting its power requirements Describe the institution's energy policy streamlining ways of energy conservation, use of alternate sources of energy for meeting its

power requirements in not more than 100 - 200 words.

The institution gives attention to manage energy in such a systematic way so as to minimize its impact on the environment. The energy policy implies to explore ways to reduce the energy crisis and to find out substitute natural resources as solutions to the energy crisis. Awareness programs are given to students to assess the energy usage and measure its impact on the environment. Institution encourages the use of advanced technology to minimize energy consumption. Use of incandescent lamps are not at all encouraged in this campus, LED s are preferred. As it is a green campus, there is no need of using AC in classrooms or administration section. Clear instructions are given to students and staff for maximum conservation of energy, to switch off electronic equipment after use. Giving priority to digital documents as it helps to reduce the use of paper. Most of the students of the college are using the public transport system for travelling to and fro which reduces the use of non-renewable energy sources. Measures are taken for rain water conservation in campus. Request for solar panel installation in college has also done as part of this.

File Description	Documents
Institution's energy policy document	**No File Uploaded**
Any other relevant information	**No File Uploaded**

7.1.2 - Institution has a stated policy and procedure for implementation of waste management Give a brief note on the institution policy for waste management along with its implementation procedure in not more than 100 - 200 words.

Institution realizes sustainable and holistic waste management is essential in reducing its environmental footprint and providing a safe and healthy work environment for teaching and non-teaching employees, students, and visitors. Policy objectives for waste management are-to promote environmental awareness in order to increase and encourage waste minimisation, reuse and recycling. To ensure the safe handling and storage of wastes in campus.

To provide appropriate training for teacher, resident, staff, students and other stakeholders on waste management issues.

To promote holistic approach of waste management in the campus.

The institute will apply reduce, reuse, recycle and recover approach for waste products in preference to the disposal of waste to landfill. it is ensured that all the campus wastes are disposed of

responsibly by using proper waste segregation mechanism at the source and if possible, converting it into value added environment friendly product.

File Description	Documents
Documentary evidence in support of the claim	No File Uploaded
Any other relevant information	No File Uploaded

7.1.3 - Institution waste management practices include Segregation of waste E-waste management Vermi-compost Bio gas plants Sewage Treatment Plant

File Description	Documents
Documentary evidence in support of each selected response	No File Uploaded
Geo-tagged photographs	No File Uploaded
Income Expenditure statement highlighting the specific components	No File Uploaded
Any other relevant information	No File Uploaded

7.1.4 - Institution has water management and conservation initiatives in the form of 1. Rain water harvesting 2. Waste water recycling 3. Reservoirs/tanks/ bore wells 4. Economical usage/ reduced wastage — None of the above

File Description	Documents
Income Expenditure statement highlighting the specific components	No File Uploaded
Documentary evidence in support of the claim	No File Uploaded
Geo-tagged photographs	No File Uploaded
Any other relevant information	No File Uploaded

7.1.5 - Institution is committed to maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment Describe the efforts of the institution towards maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment in not more

than 100 - 200 words

> Maintaining an eco-friendly campus is one of the clear objectives of this institution. The college nature club and biodiversity club play a major role in spreading environmental awareness among students and staffs. Maintaining an eco-friendly campus. Trees and plant saplings are distributed to the students and staff and they planted saplings in the College premises and spread awareness to sustain natural resources. For major programs in the college plastic plates are avoided and we prefer steel and glass utensils instead. Plastic pens and plastic bottles are discouraged. Pipe Compost as a part of recycling of biodegradable waste management system, large PVC pipes are fixed in the college campus. The food wastes are converted into compost is used for the growth of the plants in the campus. Plastic free campus Awareness talks conducted in assemblies and campus cleaning programs are conducted with the support of students. Segregation bins for dry, wet, bio and non-bio degradable waste is kept for the collection of plastic pens for disposal. Incinerator is used for safe disposal of waste to avoid outdoor burning.

File Description	Documents
Documents and/or photographs in support of the claim	No File Uploaded
Any other relevant information	No File Uploaded

7.1.6 - Institution is committed to encourage green practices that include Encouraging use of bicycles / E-vehicles Create pedestrian friendly roads in the campus Develop plastic-free campus Move towards paperless office Green landscaping with trees and plants	Two of the above

File Description	Documents
Videos / Geotagged photographs related to Green Practices adopted by the institution	**No File Uploaded**
Circulars and relevant policy papers for the claims made	**No File Uploaded**
Snap shots and documents related to exclusive software packages used for paperless office	**No File Uploaded**
Income- Expenditure statement highlighting the specific components	**No File Uploaded**

7.1.7 - Number of expenditure on green initiatives and waste management excluding salary component during the year (INR in Lakhs)

0

File Description	Documents
Data as per Data Template	**No File Uploaded**
Income Expenditure statement on green initiatives, energy and waste management	**No File Uploaded**
Any other relevant information	**No File Uploaded**

7.1.8 - Institution puts forth efforts leveraging local environment, locational knowledge and resources, community practices and challenges. Describe institution's efforts showcasing the way it leverages local environment, locational knowledge and resources, community practices and challenges in not more than 100 - 200 words

Institutional objectives of this college comprise the fact that the Educational institutions form the foundation of any society and supports economic and social growth. The college maintains the heritage status of the building with a blend of Colonial and traditional Kerala structure which remains local people and visitors about a culture friendly community. College takes initiatives for community help in the form of food donations for the needy in local environment. Students and staff visits orphanages, pre-matric hostels in Kozhikode, spends times with the people, assist them according to their needs. Institution take care of spreading awareness about environmental responsibilities to citizens, as part of it awareness programs for maintaining pollution free water reservoirs has been conducted in the premise of Manachira pond. As

part of propagating rich heritage and tourism promotion, a description board of important historical and tourism places has kept near the college. For enhancing a good community relationship, college play ground is open to people other than staff and students.

File Description	Documents
Documentary evidence in support of the claim	**No File Uploaded**
Any other relevant information	**No File Uploaded**

7.1.9 - The institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic sensitization programmes in this regard: The Code of Conduct is displayed on the website There is a committee to monitor adherence to the Code of Conduct Institution organizes professional ethics programmes for students, teachers, administrators and other staff Annual awareness programmes on the Code of Conduct are organized	**E. None of the above**

File Description	Documents
Copy of the Code of Conduct for students, teachers, administrators and other staff of Institution / Affiliating University	**No File Uploaded**
Web-Link to the Code of Conduct displayed on the institution's website	**No File Uploaded**
Reports / minutes of the periodic programmes to appraise adherence to the Code of Conduct	**No File Uploaded**
Details of the Monitoring Committee, Professional ethics programmes, if any	**No File Uploaded**
Any other relevant information	**No File Uploaded**

7.2 - Best Practices

7.2.1 - Describe at least two institutional best practices (as per NAAC format given on its website) Describe any two best practices successfully implemented by the institution as per NAAC format

As it was covid time most of the educational institutions are not running in full swing. So we were constrained to take up the best practices we did in the previous years. Along with this as it was covid time we took all precautions to establish covid protocol in all aspects in our institution.

All students were given classes on how to keep themselves healthy following the covid protocol. All classes were provided with sanitizers and detergents. Students were given training to make masks which they distributed among nearby schools. All teaching faculties did social work on nearby places for educating common people on corona pandemic under the leadership of Dr. Pradeep Chandran and Sri Jeemon Joseph.

A five day Workshop on Digital Pedagogy for Teacher Educators and College Teachers was organized from 14-2-2020 to 18-02-2020.The objective of the workshop is to enable the Higher Education Faculties for integrating digital skills in the transaction of curriculum and in assessment so as to make a digital friendly classrooms. It was done in collaboration with Central University of Kerala (CUK) and EMMRC, the workshop was conducted. The workshop enables the faculties to apply MOODLE, Mobile apps, Google apps for the curricular transaction.

File Description	Documents
Photos related to two best practices of the Institution	**No File Uploaded**
Any other relevant information	**No File Uploaded**

7.3 - Institutional Distinctiveness

7.3.1 - Performance of the institution in one area of distinctiveness related to its vision, priority and thrust Describe the institutional performance in one area of distinctiveness related to its vision, priority and thrust in not more than 100 -200 words

Webinars amist Covid 19

As students were not able to attend college offline, online learning using google classroom, whatsapp, youtube and moodle cloud were arranged for the students. As the world of information is so vast in online mode, the college made great effort to offer online classes with the help of experts of various education field from all over

India in the form of webinars. A 3 day national webinar on The art of living healthy : Mental and Physical fitness in the time of pandemic was organized for students by department of Physical Education GCTE Kozhikode in collaboration with department of Educational Psychology, Brennan college of Teacher Education Thalassery on 24 to 26 August 2020. As a part of this webinar 3 expert from different field interacted with students.

File Description	Documents
Photo and /or video of institutional performance related to the one area of its distinctiveness	No File Uploaded
Any other relevant information	No File Uploaded