EXECUTIVE SUMMARY

Titus II Teachers College, Tiruvalla an aided college affiliated to the Mahatma Gandhi University, Kottayam, Kerala was established in 1957 under the auspices of Mar Thoma Syrian Church of Malabar. The college is recognized by the UGC under 2(f) and 12(B) of the UGC Act of 1956, and was initially accredited by National Assessment and Accreditation Council (NAAC) with 'A' Grade in 2004.

The college focuses on moulding morally upright, spiritually enlightened, physically fit and emotionally mature individuals capable of leading the society. In its quest for excellence, the institution gives priority for empowering the teacher educands through various competence building programmes. The experiences envisaged in this institution are in accordance with its vision and mission. A brief overview of the various curricular and co-curricular activities organized by the institution for achieving the goals is detailed below.

I   CURRICULAR ASPECTS

The institution offers P.G. and U.G. programmes in Education. It could start the P.G. programme in Education (M.Ed.) in 2008 with specialization in Language, Science, Mathematics, Social Science and Commerce Education. Both the B.Ed. and the M.Ed. programmes offered by the institution follow the recently introduced Credit and Semester System for evaluation and grading. The approved student intake for the B.Ed. programme is 150 and 35 for M.Ed. programme. There are ten faculty members at B.Ed. level and five faculty members at M.Ed. level besides the Principal. Many of the faculty members serve in various professional organizations and academic bodies of the University like **Board of Studies, Board of Examiners, Curriculum Revision Committee,** etc. The institution updates their knowledge and skills with regard to curricular aspects by encouraging them to attend professional programmes outside the institution as well as by arranging seminars and workshops

in innovative practices in Education. The faculty actively involves in curriculum revision endeavours of the University for B.Ed. and M.Ed. programmes by **rendering their expertise.**

II TEACHING - LEARNING AND EVALUATION

The admission process of the institution is transparent. The institution admits students through the central allotment process by the government and through management admission process. For effective learning, the faculty supplements the lecture method with a variety of learner centred strategies such as co-operative learning model, film based learning model, brain storming, interactive sessions, team teaching, seminars by students, small group discussion, projects, assignments, etc. The faculty is also equipped to handle individual differences among learners. The Teaching - learning and Evaluation sector of the institution has acquired a techno pedagogic outlook with the use of **visualizers, LCDs, computers and smart boards.** Evaluation has become continuous and comprehensive. Remedial classes are arranged for the weak students and advanced learners are enriched accordingly. Student feedback is collected by IQAC with regard to effectiveness of the programmes and suggestions for improvement. Students are encouraged to make use of the Inflibnet facility available in the automated library. Each academic year begins with orientation programmes separately for B.Ed. and M.Ed. Moreover, **staff retreats** are arranged before the commencement of the programme so that they embark on each year's stride with renewed vigour.

III RESEARCH, CONSULTANCY AND EXTENSION

The college, since its last accreditation could encourage more faculty members to attain doctoral degree in Education. Among the 16 faculty members at B.Ed. and M.Ed. level, ten are Ph.D. holders. All others are engaged in research studies leading to Ph.D. in Education. The institution makes necessary arrangement for them to continue with their research studies. Some of our faculty members are

research consultants at other universities and almost all of them are research guides at M.Ed. level. The IQAC takes initiative in publishing the research journal "**Titus Tracks**".

The institution engages in extension and outreach activities beneficial to the community. Activities like visits and supply of materials & finance to **destitute homes and hospitals are arranged**. Financial aid is also provided to the needy persons. The institution supports the neighboring schools by providing infrastructural facilities like **chalk boards, desks**, etc. The faculty encourages the student teachers to conduct free tuition for the weak and poor students of the model school and neighbouring schools. The student teachers also voluntarily take part in the various **palliative care activities** of other organizations. The institution establishes its link with **local organizations** of the community through various means. The faculty serves as **subject experts/resource persons** in schools and other organizations of the community.

IV INFRASTRUCTURE AND LEARNING RESOURCES

The major actions taken by the institution for quality enhancement includes additions to college library and labs in terms of more accessories, automation, e- journals and equipments. Learning has been made more effective by restyling the existing computer lab with more number of computers. Technology based education is ensured through the procurement and use of modern technological gadgets like smart board and digital presenter.

The college has a well maintained volley ball/throw ball court, shuttle badminton courts and space for various indoor games. The students are given ample opportunities to utilize these facilities. Time slot for co-curricular activities is given in the time table.

The institution **recently constructed a women's hostel** within the campus (with the aid of UGC grant and management fund) so that the lady students can

reside within the campus. This is in addition to the men's hostel which was constructed at the time of inception of the college.

V STUDENT SUPPORT AND PROGRESSION

A **good teacher pupil relationship** is maintained in the institution so that the students are free to approach teachers for any of their needs. The institution provides a wide range of support services like reprographic facilities, guidance and counselling, grievance redressal and recreational facilities. Consistently excellent examination results of almost 100% enable the students to either go for employment or higher studies. The enriching experiences gained from this institution equip the student teachers to perform well in all walks of life.

The institution has a **career guidance cell** and a **placement cell** through which many students are placed in various institutions. **Campus interview** is also arranged for the students every year. Students are motivated and trained through **remedial education, mentoring sessions, add on courses, coaching for entry into services,** etc. The clubs and associations functioning in the college provide opportunities for leadership development and offer avenues for students to develop their potentials. Staff sponsored funds and student sponsored funds are generated for the benefit of poor and needy students. The students make use of the **canteen facility** which is adjacent to the college campus arranged by the Mar Thoma Church.

The institution has the strong support of its PTA and Alumni Association. The **expertise of the alumni members** is frequently utilized. The Alumni Association has instituted an **award for the Best Teacher** among the teachers working at Secondary/Higher Secondary/TTI sector, and conducts competitions at various levels. The alumni also give a prize to the top scorer among the alumni wards every year. The PTA supports all the activities of the college and felicitates the NET/SET holders every year.

The value education classes arranged under the label '**Ethics Class**' nurture each teacher educand to groom into a good citizen and a very good social engineer. The **orientation programmes** arranged in the beginning of the academic year charge the learners to empower the future generations.

VI GOVERNANCE AND LEADERSHIP

The college has a democratic set-up for its governance and there is transparency in admission and appointments. The college governing council, the staff council and IQAC successfully carry out the task of college administration. The institution adopts the principle of **PIME (Planning, Implementation, Monitoring and Evaluation)** in all its activities and strives to keep abreast of the latest developments in the field. Under the leadership of the Higher Education Commission of Marthoma Church the principal visited certain universities/colleges in Delhi and Punjab to understand the teaching learning process and infrastructural facilities available in the institution of Higher Education. The **frequent staff meetings** enable the smooth functioning of the institution through **decentralization and delegation of duties**. The IQAC takes initiative in preparing the academic calendar which is approved by the staff council. The Parent Teacher Association, Alumni Association and other stakeholders actively support the institution. The college has organized several workshops and training programmes for the faculty and the administrative staff. **The administrative staff also renders their expertise to other institutions.**

The institution has a **computerized finance management system**. Office matters like admission procedure, student scholarships, budget allocations, salary of staff, correspondence to various statutory bodies, etc. are done through electronic modes.

VII INNOVATIVE PRACTICES

The college has a number of noteworthy programmes which contribute towards the overall development of students. It has maintained a consistently good academic performance. The college has a very good research culture. Many

teachers publish their books and articles in various journals and are engaged in research. The **serene and eco friendly atmosphere** of the campus and the **harmonious relationship** among the faculty members, students and administrative staff are special to the college. The college prayer song (composed by our faculty member) recited every morning, the value education classes, the remedial teaching; the celebrations of festivals etc. all deserve special mention. The transparent and democratic set up for governance, gender considerations and special care to economically and socially backward, physically and visually challenged students, provision of infrastructure facilities to local public, community networking, support of alumni, etc. are some of the unique features of the institution.

The institution provides a variety **of platforms for students and staff** so that they become champions of change in the global scenario. Some of them are:

- Faculty development programmes

- Women empowerment programmes

- Environment awareness programmes

- Integrity development programmes

- Community linkage programmes

- Personal, educational, vocational and avocational guidance, and counselling programmes

- Experiential learning programmes, and

- Generic competence development programmes.

CRITERION - I
CURRICULAR ASPECTS

1.1   CURRICULAR DESIGN AND DEVELOPMENT

1.1.1   State the objectives of the institution and the major considerations addressed by them?   (Intellectual, Academic Training, Access to the Disadvantaged, Equity, Self Development, Community and National Development, Issue of Ecology and Environment, Value Orientation, Employment, Global Trends & Demands, etc.)

Education, as we all proclaim, is for the all round development of the personality of students, which emphasizes the development of various faculties. Accordingly, the objectives of this institution have been formulated. They are as follows:

1. Intellectual Development

     ♦   to continually strive for excellence in every field

2. Academic Development

     ♦   to impart quality education and to equip them with the latest technologies in teaching learning process

3.   Access to the Disadvantaged

     ♦   to provide access to education among differently abled learners comprising physically disabled, emotionally disturbed, and socially disadvantaged

4. Equity

     ♦   to bring equality of opportunity irrespective of gender, caste, religion, region and economic backgrounds

5. Self Development

     ♦   to develop leadership qualities

     ♦   to become emotionally mature, mentally alert and socially adjustable

     ♦   to become physically fit to lead a healthy life

♦ to develop a wholesome personality

6. Community & National Development

   ♦ to contribute meaningfully towards nation building

   ♦ to imbibe patriotism and religious tolerance and act as envisaged in the constitution of the country

7. Issue of Ecology and Environment Considerations

   ♦ to identify themselves as caretakers of the environment

   ♦ to develop the ability to maintain an eco friendly atmosphere in the institutions where they serve

8. Value Orientation

   ♦ to inculcate values like truthfulness, punctuality, promptness and worthiness

9. Employment

   ♦ to acquire soft skills and life skills essential for a forward looking teacher

   ♦ to develop the competencies required to become an efficient teacher as perceived by employers and the society

10. Global Trends and Demands

    ♦ to develop the ability to think beyond national perspective

    ♦ to be prepared to meet the global challenges

    ♦ to develop universal brotherhood among the students

11. Social Development

    ♦ to become agents of social change in situations where they are placed

12. Civic Responsibility

    ♦ to value and judiciously use one's freedom coupled with a full sense of responsibility for action

13. Cultural Development

    ♦ to become agents of preservation and transmission of culture

14. Aesthetic Development

    ♦ to inculcate aesthetic value among the trainees

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

The institution follows the curriculum prescribed by the Mahatma Gandhi University in accordance with the National Curriculum Framework (NCF) and the guidelines provided by the NCTE. The faculty members of this institution have contributed their part substantially in the **formulation of the B.Ed. and M. Ed. curriculum as experts** in their respective disciplines, at university level.

The developmental process of the curriculum involved the following steps:

1. Institutional Level:

    i) Feedback for need assessment from students, Parent Teacher Association, Alumni, Practice Teaching Schools and the Community

    ii) Deliberations in Staff Council

    iii) Document analysis of the literature on curricular reforms and review of the syllabi of other Universities

    iv) Analysis of theoretical principles through seminars, workshops, conferences etc. organized by the institution

2. University Level:

    i) Seeking opinion from academic experts from other Universities, SCERT, DIET, etc

    ii) Arranging workshops and discussions for fellow teachers

    iii) Consortium meeting of All Kerala Training College Teachers Association (AKTCTA)

    iv) Collaboration with Council for Teacher Education (CTE) for the conduct of workshops and seminars related to Teacher Education

    v) Serving as members of Board of Studies of both undergraduate and post graduate courses in education, Mahatma Gandhi University

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

Curriculum of the institution is modified to suit international standards.   Credit and Semester System with grading has been implemented from 2009-2010 academic year onwards.   In accordance with it, the curriculum has been reified and evaluation pattern revamped with **Direct Grading and Continuous and Comprehensive Evaluation** (CCE).   The then existing courses were modified to incorporate emerging areas like Educational Research and Evaluation, Information and Communication Technology, Eco-Psychology,   Emotional and Spiritual Intelligence and the like.

Add on courses have been incorporated for specific areas like Yoga, Aerobics, Communicative English and Online Teaching to enable the students to be a multi tasking workforce in any institution where they would serve.

The teacher educators and trainees are given **training to handle modern technological device**s like smart board, LCD projectors, visualisers, OHP, handicam, etc.   They are also proficient in accessing information from the internet and in preparing power point presentations. **Various programmes on communication skill and personality enhancement** are arranged to equip our students meet the global requirements.

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

Environment:

The **academic calendar** of the institution is so designed that the students are given enough opportunities to know the world they live in. The **various clubs** of the institution take leadership in this regard. Activities like celebration of environmentally important days, planting of trees, field trips, attending nature camps, exhibiting placards and posters, conducting poster designing competitions, keeping campus as

a plastic free zone and arranging classes on eco-friendly waste management like vermi-composting etc. are organized under the auspices of the nature club. The students are motivated to participate in **campaigns against unscientific waste disposal.** Our students and faculty took part in a human chain organized by the Tiruvalla YMCA, Vigilance Council and Tiruvalla Citizens Forum. The College also maintains vegetable and floral gardens. As part of **'Ente Maram Project'** of the vernacular daily '**Malayala Manorama'** and the **Forest Department of Kerala State**, saplings of trees were distributed among students and teachers. This helps to **create an awareness of environment conservation and protection**.

Value Education:

Every week, one period is set apart for value education under the banner '**Ethics Classes'**. Eminent personalities and leaders of different religions address the students. Classes on cyber laws, substance abuse, mobile misuse, human rights, civic responsibilities, marriage laws, etc. are arranged regularly in the institution. **Group and personal counselling** are also provided**. Orientation programmes** are organized at the beginning of the course with the motto 'Equipping Oneself to Equip Others'. A discipline committee functions to help students maintain the decorum of the institution. Mentoring sessions give students opportunity for value clarification. An anti-ragging committee also functions in the college.

ICT:

ICT is incorporated in the syllabus as it is a major requirement for every teacher in this modern era. As mentioned earlier, ICT is used extensively in the teaching-learning process. The **well equipped Computer cum ICT lab** enables our trainees to perfect their skills in ICT. Special care is given to students to familiarize with the usage of ICT during pre-teaching practice session**. An automated library with internet and N List of INFLIBNET facility** functions in the college which

provides students ample opportunities to know and visualize the contemporary trends in education at global level.

The curriculum followed in the institution gives due importance to values like **green value (eco-friendliness), loyalty, courage, self-assertiveness, responsibility, diligence and integrity** which are reflected through the topics like Human Rights Education, National Integration, Women Empowerment, Environmental Education, Value Education and ICT.

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

Yes, the institution makes use of ICT for curricular planning. Internet facilities like websites, blogs and e-mailing are used for accumulating information about the latest developments in education and for consultation with experts to be at par with international standards. Moreover, suggestions for betterment or revision of curriculum are encouraged via e-mail or CD from teachers of various institutions. The suggestions thus pooled are intimated to the University through electronic media viz. CD's and e-mail.

1.2 ACADEMIC FLEXIBILITY

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

Students are provided ample opportunities to incorporate reflective practice in their life and academics.

1. Periodic Evaluation

The institution conducts periodic evaluation for theory as well as practical aspects of the programmes. **Class tests, internal assessments and review of their teaching sessions** enable students to reflect upon their performance in theory as well as practical aspects.

2. Mentoring Sessions

During these sessions**, mentors** help their students to analyze their performance in a reflective manner, identify their flaws and rectify them for a better performance.

3. Pre-practice Teaching

The **peer and teacher evaluation** during micro-teaching lessons and criticism classes enable the teacher trainees to reflect upon their performance.

4. Practice Teaching

During Practice Teaching, students meet their respective subject teachers and peers to reflect upon their efforts and experiences in the practice teaching schools.

5. Planning, Implementation, Monitoring and Evaluation (PIME)

After each programme, IQAC provides an opportunity for reflective evaluation through PIME. **Reflective sessions** are held after excursions, teaching practice sessions, orientation programmes, etc.

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

The institution provides flexibility in operationalising the curriculum for providing varied learning experiences.

The Flexibility provided corresponds to:

Activities

Various clubs and associations are constituted at the beginning of the academic year. Students are **free to participate in any activity** of their choice.

Elective Subject

Students are **free to choose an elective course** from among the various courses offered by the University.

SUPW

Of the many SUPW activities, freedom of choice is provided to the students to **choose activities of their taste.**

Excursion

Two excursions are conducted every year to different destinations. Students are **free to join the tour of their convenience and interest**.

Selection of Topic for Project and Thesis

Students are given **freedom to identify projects** they would like to work on and to select suitable areas for research.

Practice Teaching School

For their field practice, students are permitted **to choose a school** of their convenience.

Selection of Resource Persons and Experts

For the various activities of the institution, students are given freedom to propose the names of speakers and resource persons.

Preparation of Teaching Manuals for Practical Exam

Students are free to select the content area and class for practical exam.

Selection of Student Representatives

Students are **given freedom to select the Office Bearers** of College Union and various other associations.

1.2.3 What value added courses have been introduced by the institution during the last three years which would for example develop communication skills (verbal and written), ICT Skills, life skills, community orientation, social responsibility, etc.?

In the pursuit of empowering our teacher trainees through acquisition of skills and development of humanness, **certain value-added courses** as enlisted below were undertaken by the institution.

Communication Skills

■ Communicative English classes in collaboration with OVERSEAS, Ernakulam.

■ Communicative English classes by Dr. K. S. Joseph, Reader, M.Ed. department (formerly professor of CASE, Baroda),

■ Weekly practice of sharing thoughts under the label 'Thought for the Week'.

ICT Skills

■ Internet Browsing and e-mailing

■ Computer hardware familiarization

■ Smart board training

Community Orientation and Social Responsibility

■ Classes by doctors on communicable diseases

■ Talks on the importance of Palliative Care

■ AIDS awareness programme

■ Visits to destitute homes and hospitals

■ Highlighting issues of the community through one act plays and other traditional art forms

■ Blood donor's forum

Life Skills

■ Personality development programmes

■ Yoga classes

■ Classes on first aid

■ Counselling classes

■ Environmental Education programmes, etc.

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

      i) **Interdisciplinary/ Multidisciplinary**

      ii) **Multi-skill development**

      iii) **Inclusive Education**

      iv) **Practice Teaching**

      v) **School experience/Internship**

      vi) **Work experience/SUPW**

      vii)**Any other (specify and give details)**

(Also list out the programmes/courses where the above aspect has been incorporated).

i) Interdisciplinary/ multidisciplinary

There is ample provision in the syllabus prescribed by the University for interdisciplinary/Multidisciplinary Aspects of learning. The seminars, workshops, talks and **other intellectual discourses arranged** in the institution encompass all the students of the institution, irrespective of their optional subjects. Through these, students of a particular discipline get exposed to knowledge of other disciplines. For example, students of Humanities/Arts are getting opportunity to learn Environmental Science, Health Science, Statistics and Computers. Similarly, Science students are exposed to Communicative English, History of Education, Sociology, Economics of Education and the like. Programmes like Energy Conservation seminar by BARC are arranged for all disciplines.

ii) Multi-skill development

The institution's activities are tailored for multi-skill development. Apart from envisaging that the student teachers should achieve all the major teaching skills during their period of education, the various programmes charted and carried out

also enable them to **develop social skills, communicative skills, problem solving skills**, **public speaking skills, skill in maintaining mental and physical health, ICT skills, life skills and soft skills.**

iii) Inclusive Education

Our institution admits socially disadvantaged, physically challenged and visually handicapped students. **Special attention** is provided to such students. Blind students are permitted to record the classroom interaction using audio recording devices. Learning materials for the blind are also provided in the institution**. Remedial instruction** is given whenever needed. Classrooms have been shifted to the ground floor for physically challenged students as the situation demands. On request, physically challenged students are **exempted from wearing the official dress code.**

iv) Practice Teaching

As part of the B.Ed. programme, an Intensive Practice Teaching Session of forty days is arranged in about thirty nearby schools. Prior to this, students undergo a thorough training procedure comprising micro teaching lessons, discussion lessons, demonstration lessons and criticism lessons (with peer and teacher feedback). In order to ensure the smooth conduct of practice teaching session in schools a **Teaching Practice Committee** is formed. Initially, **interface meetings are** held with heads of teaching practice schools, and the number of teacher trainees required for each subject is listed. Students are allowed to choose a school of their convenience and an official correspondence is sent to schools in this regard.

During the teaching practice sessions, the teacher educators and the **Principal regularly visit the schools** to observe and evaluate the performance of the student teachers. The teacher educators also collect feedback from the staff concerned and the school authorities through informal talks and a confidential report.

v) **School Experience/Internship**

The teacher trainees are sent to schools for their primary visit to meet the authorities and subject teachers. They also collect the units to be covered and the time table to be followed. Following this, teaching manuals are prepared and modified with the help of peers and the teacher in charge. They are thus equipped to undergo intensive teaching practice sessions for 40 days. Each teacher educand is expected to take thirty lessons during these days.

In addition to this, the student teachers get school experience by taking **tuitions for the students of the model school.**

For the M. Ed. students, internship is arranged during which they have to observe practice teaching session of the B.Ed. students in schools as well as take theory classes for B.Ed. students in the college.

vi) **Work Experience/SUPW**

Socially Useful Productive Work is an important part of our curriculum. Two periods in a week are set apart for this. SUPW includes both **services and products**. Services like campus beautification, gardening and campus cleaning are offered. A wide range of product preparation is also offered to students and they are free to make a selection and learn. Some of these are book binding, flower making, ornament making, tie and dye, preparation of food items, stitching, wall hangings, glass painting, long stitching, cross stitching, embossed painting, saree painting, glass etching, fabric painting, etc.

vii) **Other Programmes/Courses**

a. Coaching for entry into services/NET

Coaching classes are held on Saturdays and during vacations for NET/SET/TET and tests for entry into other services.

b. Counselling services

The services of professional counsellors are made available to students for personal, educational and vocational problems. Group counselling sessions are also arranged.

c. Add on courses

Add on courses for yoga, aerobics, communicative English, online teaching etc. are conducted in addition to the existing curriculum.

d. Placement services

Placement is provided to students on demand from various educational institutions. Career counselling classes are arranged for improving employability.

1.3   FEEDBACK ON CURRICULUM

1.3.1   How does the institution encourage feedback and communication from the students, alumni, employers, community, academic peers and other stakeholders with reference to the curriculum?

♦ Students are frequently **given opportunities to share their views orally**, as well as by filling up evaluation proforma circulated among them.

♦ Mentoring sessions are arranged for students to **communicate their difficulties** regarding the curriculum and its transaction.

♦ **Alumni get together** is held every year   to provide a platform for sharing their experiences and dreams about their alma mater and the curricular practices.

♦ **PTA meetings** are held occasionally.   Parents get an opportunity to share their expectations and feelings about the curriculum. This helps the institution to understand the pulse of the community.

♦ Interface   meetings with heads of practice teaching schools are conducted to obtain feedback about the performance of our students and the curriculum.

♦ The College entertains **feedback from the employers** where our students work.

♦ AKTCTA meetings are platforms for academic peers to come together and share their views. Till date our **faculty holds prominent positions** such as President, General Secretary and executive members of the association.

♦ **Feedback on curriculum is collected** via e-mail and other sources. Telephonic feedback is also entertained.

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

Yes, we have a mechanism for **analysis of feedback obtained** from various sources. The IQAC of the institution analyses and reviews the feedback and gives suggestions to the staff council which meet frequently. The discussions held in the staff meeting are future oriented. Accordingly necessary plans are formulated for actions within the institution and at University level. As our faculty members are also **members of BOS and various academic bodies**, we have easy access to decision making at University level (detailed in 1.1.2).

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

Principal Dr. K. S. George is serving as **UG BOS member** and Dr. K. K. John is serving as **PG BOS member** of M.G. University. Both of them have significant roles in revision of the B.Ed. and M.Ed. curricula. Dr. T.K. Mathew was formerly a member of UG BOS, Kannur University.

Dr. K. S. George acted as **the convener of the University** B.Ed. Curriculum Revision Committee in 2011. Even after the implementation of the revised curriculum

of the Credit and Semester System in 2009, necessary changes were made in 2011 to address the difficulties faced in its implementation. All our staff members, as **members of the curriculum committee** made significant contributions in modifying their respective syllabi.

AKTCTA has been a major platform for holding discussions, inviting feedback, sending timely suggestions to the University, bringing about changes and orienting teachers in the revisions made. All our teaching staff are active members of this association. Our college has been several times a venue for such discussions and orientation programmes. Thus, the institution continues to offer a great contribution to the curriculum development in education at UG and PG levels.

1.4   CURRICULUM UPDATE

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

Major Changes in structure

✶ B.Ed. and M.Ed. courses of the university have been revised recently. Credit and Semester System has been introduced in both to meet international standards (B.Ed. in 2009 and M.Ed. in 2011). **Semesterisation and grading** were the main aspects of change along with the tailoring of the existing curricula to suit this. Shift from rank system to grading system has minimized the stress of students. This has increased student satisfaction.

✶ **Internship for M.Ed**. has been introduced.

✶ **Inclusion of ICT** has empowered the students to use modern technological gadgets in the teaching learning process. This has added to the quality of their performance as innovative teachers.

Major changes in content

The curriculum has been made up to date through the inclusion of such relevant topics like philosophy of Dr. A. P.J. Abdul Kalam, constructivism, co-operative learning, multiple intelligence, emotional intelligence, spiritual intelligence, eco psychology and concept mapping.

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

The curriculum is assessed by IQAC periodically and suggestions for modification are discussed in the staff council. Appropriate steps like informing the members of BOS and arranging for discussions through the academic professional body AKTCTA are some of our strategies (For more details Refer 1.1.2).

1.5 BEST PRACTICES IN CURRICULAR ASPECTS

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

The institution arranges in-service programmes as need demands to orient and familiarize teacher educators with recent content and methodology modifications. For this, the institution arranges workshops and seminars by joining hands with various academic bodies like CTE, SCERT, DIET, NCERT and AKTCTA. Various programmes have been arranged in this institution for topics such as Research Methodology, Need for Syllabus Revision, Transaction Analysis, Neuro Linguistic Programming, Novel Technological Applications, Human Rights Education, etc. Eminent Educationists like Dr. D. N. Sansanwal, Dr. A. Sukumaran Nair, Dr.

Vasantha Ramkumar, Dr. P. Prema, Dr Achuth Sanker, Dr. S. Sivarajan, Dr .George Samuel, Dr .D. Babu Paul, Sri. Alphonse Kannamthannam IAS., Dr. V. Sumangala and Dr. M.K. Mukundan have been resource persons for quality enhancement programmes.

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

The College conducts **Workshops, Seminars and Talks** by renowned educationists from time to time with the assistance of the U.G.C. and with the assistance of the management and other funding bodies. The **curriculum revision workshops** organized by the University are mainly **initiated and led by our senior faculty members**. Thus the institution is in the forefront of planning curricular aspects. ICT has been given more prominence. **Latest technological devices** like smart board and digital presenters have been procured. The well furnished Computer cum ICT Lab is capable of meeting the present educational requirements. An Orientation Programme, with the theme, **'Equipping Oneself to Equip Others'** is conducted in the beginning of every academic year, to induct the students into the course in specific and into the profession in general. The various sessions incorporated are:

Call to Build, Call to Preserve, Call to Enshrine

Call to Worship, Call to Exalt, and

Call to Serve

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

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

The practices followed by the institution with regard to Curricular Aspects were highly appreciated by the NAAC Peer team. All the good practices specially

noted by the peer team are continued. Since the visit of the peer team, the following developments have taken place:

○ The institution could start P.G. department (M.Ed.).

○ The Commerce optional which was initially on self- financing basis has been converted to aided stream.

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

⊃   ICT has been given more prominence. Smart boards have been installed and training and practice sessions are arranged. Training in online teaching is provided. Students are motivated to deliver classes with the help of multimedia. Library has been automated and N list of INFLIBNET facility is provided.

⊃   Workshops/Seminars on innovative trends are organized.

⊃ Students are encouraged to participate and present papers in various workshops and seminars organized by other institutions.

⊃ Introduced a two **day residential Orientation Programme** at the beginning of every academic year in a camp centre with the theme 'Equipping Oneself to Equip Others'.   This camp is an avenue for interaction among students and it helps to strengthen the bond between teachers and students. It also enables the students to develop a positive attitude towards the teaching profession.

CRITERION - II
TEACHING–LEARNING AND EVALUATION

2.1   ADMISSION PROCESS AND STUDENT PROFILE

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

The College admits students as per Government/University norms and the procedure is recorded ensuring transparency. The admission is done by the LBS, an agency of the government, through notification in leading newspapers. Only those students who scored 50% and above for the qualifying examinations (B.A./B.Sc./M.Com.) are eligible to apply. The Criteria of admission for the reserved category are done as per the Government rules/University norms. Blind students can approach the college directly for admission.

Our College office ensures **people friendly approach** in its administration. The queries regarding admission or any aspect regarding the B. Ed. /M. Ed. programme are made clear to the public who approach the institution directly or through mail. The distribution of seats for admission by LBS through Centralized Allotment Process (CAP) is as follows.

Distribution of Seats for B. Ed. and M. Ed. Programmes

Admission Quota	Percentage of Seats(B.Ed.)	Percentage of Seats (M.Ed. Self financing)
Merit (General)	55%	50%
Community	10%	
SC	15%	
ST	5%	
Management	15%	50%
Total	100% (150)	100% (35)

(For the M. Ed. Programme students are admitted on merit basis based on the entrance examination conducted by M. G. University, Kottayam.)

In cases where the seats are not filled, LBS provide opportunity for spot admission.

The notification for admission under Management Quota is published in the college. The admission for management quota is carried out by the Governing Board of the institution. The Governing Board prepares the list of candidates under management quota. **Due consideration** is given to the **economically** poor and **socially backward students** of all communities.

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

Information is provided to prospective students about the programme through the **institutional website**. Moreover, the details regarding the courses offered in the institution are available in the prospectus issued by LBS during

admission. The institution issues a calendar in which information regarding the admission procedure, fees structure, library facilities, career guidance, add on courses, Internet, discipline, club activities, students support services, endowments and prizes, UGC/JRF coaching, details of teaching faculty and their qualification, hostel facilities for men and women, the co-curricular activities provided in the college etc. are detailed. Information pertaining to these areas is accessible for perusal in the institutional website: *www.tituscollege.org*

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

The institution gives utmost care to strictly adhere to the rules and regulations of Government procedures for admission. Out of the sanctioned strength of 150 students, 85% of them are admitted to the institution through LBS and the rest 15% are admitted as per management quota. The details regarding admission for government and management quota is as specified in 2.1.1.

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

The Institution supports diverse student population admitted here. Some of the strategies adopted to retain them are as follows:

❖ **for economic diversity:** The institution gives financial aid to the needy students mainly through the following sources:

➢ Fund provided by the Mar Thoma Sabha

➢ **'Kanivu'** - a project of students to help their fellow students

➢ **'OASIS'** – a project of the faculty to help the needy students

➢ Timely processing of Government Scholarships for economically backward students

> ➢ Book banking system and free study materials for financially poor students

The poor students are also given free study materials in addition to book banking system.

- ❖ **for cultural diversity:** In order to uplift the socially deprived students, remedial coaching is given. An office staff and a teacher-in-charge are assigned the responsibility of SC/ST and minority students.

- ❖ **for religious diversity:** The institution maintains a **secular atmosphere** in the campus. Talks by various religious leaders are arranged for the students to inculcate religious tolerance. Important festivals like Onam, Vishu, Christmas, etc. are celebrated in the campus.

- ❖ **for gender diversity:** Our institution is a co-educational one with majority of women students. A women's cell is functioning in the college for the empowerment of women. Moreover, teachers are assigned charges to provide gender wise personal guidance to students to minimize their problems. The college union comprises both men and women as office bearers. In addition to this, there is a lady representative post and a vice chairperson post exclusively for women. There are separate rest rooms for men and women. Based on the feedback from parents, measures were taken to construct a women's hostel. At present there is **a women's hostel** and a **men's hostel** for students to reside in the campus itself.

- ❖ **for linguistic diversity:** For those students who are born and brought up outside Kerala, the faculty takes care to transact the curriculum in their preferred linguistic mode. In order to conduct their practice teaching sessions, English medium classes are specially arranged. Those students, who are weak in English language, are given **remedial classes in Communicative**

English.   Apart from these, bilingual students are encouraged to support such students.

❖ **for physically challenged:** Whenever there are physically challenged students in the campus, rearrangement of classrooms is done as the situation demands. (More details are given in 1.2.4. iii)

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

Yes, students' knowledge, needs and skills are assessed before the commencement of each teaching programme. Prospective candidates are interviewed by an admission committee headed by the Principal. During the interview, information is collected from the candidates regarding their skills, needs and their basic knowledge. Parents/Guardians of the candidates are also asked to accompany the candidates and information is collected from them regarding their aptitude, attitude, abilities and special care they require. Certificates are verified in order to assess the calibre of the candidate. Moreover, during the orientation programme conducted for two days, the new entrants are closely observed by the teacher educators to become aware of specific challenges that they encounter, if any. Self introduction and **talent search programmes** are conducted to identify their skills.

2.2   CATERING TO DIVERSE NEEDS

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

The institution aims to create a friendly, homely and positive ambience for the students in order to ensure maximum enhancement of learning and development.

The measures taken for creating conducive environment for learning and development of students with varied learning styles are as follows:

Environment conducive for learning

- Good infrastructural facility

- ICT enabled classrooms

- Automated library

- Internet facility in Library and Computer cum ICT Lab

- Book Bank system

- Learner centered pedagogy

- Strategies like co-operative learning and collaborative sessions, Brainstorming, Role play, etc.

- Method labs and subject library in optional classrooms

- Cordial teacher-pupil relationship

- Special care for students with learning problems

Environment conducive for student development

- Talks by eminent personalities from different walks of life

- Observation of special days like Teachers Day, Republic Day, Independence Day, Environment Day, etc.

- Women empowerment programmes

- Intra & Extra mural competitions

- Club activities

- Union activities

- Mentoring groups

- Counselling sessions

- Sports and recreational activities

- Value education classes

- Prayer meetings

- Add on courses

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

Institution caters to diverse learning needs of students based on their different learning styles (visual, auditory and kinesthetic) by incorporating ICT. The different means of catering to the diverse needs of students of this institution are described in 2.1.4 and 2.2.1.

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

The institution undertakes the following measures to ensure that the students enrolled in the institution understand the diversity existing among people and appreciate the value of equity:

- extending dates for submission of assignments/projects for weak students.
- incorporating team activities, collaborative learning, cooperative learning, group discussion, brainstorming sessions, etc. in the day to day activities of the college.
- familiarising the students with psychological tests like intelligence test/personality test etc. to help them realize individual differences.
- following a uniform dress code in the institution to ensure equity.
- sensitising diversity through value education classes, guidance and counselling classes, SUPW, field trips, remedial coaching, etc.
- celebrating various religious and national festivals.
- arranging visits to special education schools, orphanages, homes for the destitute etc.
- facilitating students to give free tuition to the weak students of the nearby schools.

- arranging classes on legal awareness, Human Rights Education and other related talks in the institution to enable the students comprehend the concepts of equity.

- arranging talks by foreign delegates in the institution to conscientise the students about the measures taken worldwide to attain equity.

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

The institution promotes the participation of teachers in various seminars and workshops in order to gain better understanding of the diverse needs of students. Talks are held in the college on various topics. Teachers are encouraged to attend orientation and refresher courses conducted by academic staff colleges and reputed colleges. **Staff retreats** are held in the beginning of every academic year to empower the teachers for nurturing the students they handle. **Staff meetings** are held **regularly** during which suggestions are made for self improvement.

The institution has a grievance box through which the students can register their grievances which in turn helps teachers to rectify and improve. The evaluation proforma collected at the end of each semester is also a mechanism for the institution to know about the teachers' sensitivity to diverse needs of students.

2.2.5 What are the various practices that help student teachers develop knowledge and skill related to diversity and inclusion and applies them effectively in class room situations?

The various measures that are adopted by the institution to help teacher educands develop knowledge and skills are as given below.

❖ Demonstration classes on various pedagogic and learning styles are held in the institution.

❖ Micro teaching classes, criticism classes and discussion sessions are held to enhance learner competency.

❖ Teacher educands are inspired to prepare models, charts and various other teaching learning aids.

❖ Teacher educands are encouraged to participate in competitions, club activities, sports, celebration of festivals and important days so as to equip them to cater to various needs.

❖ Collaborative learning, cooperative learning, brainstorming and group discussion are promoted among teacher educands.

❖ Teacher educands are encouraged to engage in social service activities and community development programmes.

❖ Training is given to teacher educands on effective utilization of modern technological devices in the field of education.

❖ Mentoring and peer tutoring schemes are arranged to bring the resource learners closer to the needy learners, thereby enabling them to appreciate and accept each other.

❖ Teacher educands are taught basic craft to ensure self dependence.

❖ Yoga and aerobics classes are held in the institution for stress management and physical fitness.

❖ Club activities are conducted to ensure participation and enhancement of diverse skills.

❖ Sports events are organized to help teacher educands gain understanding of the concept of a healthy mind in a healthy body.

2.3   TEACHING LEARNING PROCESS

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

The students of this institution are not passive but active participants in the teaching- learning process. The institution provides ample opportunities for them to engage in active learning.

The well equipped **automated library** with its internet facility is utilized to the maximum by the students. This is ensured by allotting separate library periods in the timetable. The WEB OPAC and N-List of Inflibnet facility in the library is another technological advancement which facilitates access to reading materials. The institution provides opportunities for the students to engage in seminars, talks and the like, in order to ensure a quantum leap in their competence. Students are also encouraged to use Computer cum ICT Lab to ensure active learning.   The assignments and individual/group projects given to students also help them achieve this. Strategies like peer teaching, collaborative learning, co-operative learning, etc. adopted in the institution enable the students to engage in active learning. Active learning is also promoted through study tours, field trips, exhibitions, community development programmes, etc.

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

In order to mould teachers of the future, the institution encourages and promotes student centred learning. Numerous learning experiences (detailed in 2.2.3 & 2.3.1) are provided in the institution which enable **participatory learning** and

contribute to self management of knowledge and development of skills among the students. In addition to this, the teaching–learning process is enriched with the help of the following activities.

♦ Talks and classes on confidence building and soft skills.

♦ Club activities and competitions to enhance competence and confidence of students and to cultivate true sportsman spirit, team spirit and social values.

♦ Programmes like thought for the week, prayer meetings, ethics classes and talks by various religious leaders which help in moulding morally upright and spiritually enlightened students.

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

The various instructional approaches provided to the students to ensure effective learning are **Cooperative Learning Model**, **Group Investigation Model**, **Case Study Model**, **Film Based Learning (FBL) Mode**l, etc. The teachers of this institution are competent in implementing these instructional approaches.

Details regarding one of the instructional approaches used in the institution namely the Co-operative Learning Model is as follows.

The students are divided into different groups and the topic to be learned is divided into subtopics and assigned to each group. The groups then do research and gain expertise on the topic given, under the supervision of the teacher. Once the groups have completed their tasks, they are reshuffled in such a way that the newly formed group has a member each from the former groups. In this phase, the group members teach one another the topics they have expertise. Thus the students are engaged in active learning by teaching and learning from each other.

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

Training in various models of teaching was compulsory till 2011. But in the revised curriculum, only the basics of models of teaching are incorporated.

Following were the various models of teaching taught under each optional subject:

Optional Subject	Models Selected
English	Concept Attainment Model Synetics Model
Mathematics	Concept Attainment Model Inquiry Training Model
Natural Science	Concept Attainment Model Inquiry Training Model
Physical Science	Concept Attainment Model Inquiry Training Model
Commerce	Concept Attainment Model Advance Organizer Model
Social Science	Concept Attainment Model Juris Prudential Model

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

Yes, the institution makes use of micro teaching techniques to improve the teaching competency of student teachers. Skills like the skill of black board writing, reinforcement, stimulus variation, questioning, introducing a lesson, etc. are practiced in the institution. The student teachers take and observe classes in order to attain

the various teaching skills. Each student is required to record a minimum of three micro-teaching lesson plans as per the university norms.

The student teachers are provided with opportunities to observe micro teaching classes of experts/teacher educators, either live or recorded.

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

During the 40 days of teaching practice, teacher educands are expected to take a minimum of 30 lessons of 40 minutes duration in their concerned subject, three lessons in physical education and conduct a case study and prepare its report. In addition to this, they are required to assist in all day to day activities of the school like conduct of school assembly, serving mid day meals, leading prayer sessions, judging competitions, participating in PTA meeting/open house, etc.

All the practice teaching lessons are taken under the supervision of the subject teacher of the school. The teacher educands have to get the approval from the school teacher for each lesson plan before they take classes. The performance of each student teacher during the teaching practice session is evaluated and reported by the concerned teacher at the end of the teaching practice. During the visit of the teacher educators in schools to observe the classes, they interact with the teachers concerned and head of the school to get feedback about the performance of student teachers. On the basis of this interaction, necessary corrections are suggested to the student teachers. The teacher educands have to meet the concerned teacher educators once in a week for getting suggestions for improvement and for periodical correction of lesson plans in the college.

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

As part of the curriculum of M.Ed., the PG students have to undertake an internship of 18 days out of which 9 days are spent in teaching practice schools in connection with class observation of teacher trainees and the functioning of the school. A report on the classes taken by B.Ed. trainees and functioning of the school is to be submitted. The remaining 9 days are spent in the college for familiarizing with the practice of B.Ed. programme and taking theory classes for B. Ed. students.

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

Yes, the practice teaching sessions/plans are developed in partnership co-operatively involving the school staff and mentor teachers. The teaching practice of the institution takes place in the following stages.

1. Formation of teaching practice committee in the beginning of the academic year.

2. Visit by the committee to various schools tentatively enlisted for the practice teaching programme.

3. Identifying schools based on the visit.

4. Inviting senior teachers of the schools to the institution to take model classes and orient the teacher educands with the current school practices.

5. Interface meetings with the heads of teaching practice schools.

6. Approval of lesson plans and observations of classes by concerned subject teachers of the school.

7. Evaluation of classes by the subject teachers of the school.

8. Discussion by the teacher educators with the school teachers regarding the teaching performance of each teacher trainee.

9. Collecting feedback from the head / teacher-in-charge of the school regarding the teaching performance of each teacher trainee.

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

Student teachers are prepared for managing the diverse learning needs of students in schools through:

1. Classes by experienced teachers of the schools.

2. Taking classes on the developmental patterns of an individual, types of personalities, learning theories, level of intelligence, exceptional children, study habits, etc.

3. Encouraging the use of multi sensory approach while teaching.

4. Visit to destitute homes and institutes for mentally retarded for getting clarity in perception regarding the diverse needs of students.

5. Providing training to conduct case study on exceptional children during their teaching practice, and

6. Conducting Educational and Economic Survey during teaching practice to know the backwardness of learners.

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

The institution encourages student teachers to use and adopt technology in practice teaching through the following means.

❖ The students are made to observe ICT enabled classes during pre-teaching practice sessions.

❖ Assistance is provided to students who are not exposed to the usage of computers.

- ❖ Encouraging students to take lessons using ICT during criticism classes and teaching practice sessions.

- ❖ Providing training to teacher educand in smart board operations.

- ❖ Giving training on the preparation of power point slides.

2.4   TEACHER QUALITY

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

Yes, details may be referred in 2.3.8.

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

The ratio of student teachers to identified practice teaching school is 7:1. The decision is taken on the basis of the following criteria.

1.   Proximity of students' residences

2.   Availability of subject in the school

3.   Availability of divisions in the school

4.   Co-operation of teaching practice school authorities

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

During the practice teaching sessions, the performances of the teacher educands are assessed and feed back to the students are given through:

- ❖ Oral suggestions by concerned teacher educators

- ❖ Visits by the principal and other teacher educators

- ❖ Weekly discussion with the teacher educators at the college

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

In addition to the direction and advice given by teacher educators, the teacher educands are updated on the policy directions and educational needs of the school through:

1. Seminars and talks on educational policies and innovative practices by eminent educationists

2. Interface meeting with heads of practice teaching schools

3. Orientation by the head of the institution and supervising teachers of the school before and during the teaching practice sessions

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

The students and the faculty keep pace with the recent developments in the school subjects and teaching methods through:

1. The classes by experts from SRG (State Resource Group), DRG (District Resource Group), DIET and SCERT

2. The demonstration classes by experienced teachers from schools

3. Refresher courses, orientation programmes, workshops, seminars and conferences at international, national and state level by the faculty

4. Online access to books, journals and websites to update developments in teaching methodologies of school subjects

5. Journals and periodicals available in the library

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

The institution takes initiatives by encouraging the teacher educators to:

❖ attend seminars, conferences, etc.

❖ present papers in seminars

❖ publish articles in journals

❖ do major/minor research projects

❖ pursue higher studies in education leading to M. Phil. and Ph.D.

❖ participate in refresher and orientation courses conducted by Academic Staff Colleges and other reputed agencies

In addition to these, the Institution ensures that:

o substitute teachers are arranged for teachers on leave

o timely promotions are granted to staff

o training in handling ICT enabled classes are given to staff

o Computers are set apart for the exclusive use of teachers

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

The institution motivates the staff members for good performance by:

1. arranging felicitation meetings

2. presenting mementos

3. appreciating the faculty members in Staff Council and Governing Body.

2.5   EVALUATION PROCESS & REFORMS

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

The barriers to student learning are identified by IQAC through:

1.   continuous and comprehensive evaluation

2.   feed back from students, peer learners and parents

3.   grievance redressal mechanism

4.   observation by discipline committee

5.   teacher observation, and

6.   mentoring session.

The identified barriers are communicated and addressed through:

❖   personal consultation with the respective students and parents

❖   PTA meetings

❖   discussions held in the staff council

❖   timely decision taken by the governing council on request from the staff council.

2.5.2   Provide details of various assessment/evaluation processes (internal assessment, midterm assessment, term end evaluations, external evaluation) used for assessing students' learning.

The students are evaluated both internally and externally with regard to their performance in learning. Accordingly direct grades are assigned to each teacher trainee. The internal and external evaluation grades are assigned in the ratio 1:3. The internal assessment comprises the following components - attendance, test papers, assignments and seminars.

External evaluation is based on the examinations conducted by the university. The internal and external evaluation with regard to practical works is done in the ratio 1:1. The various components of assessments are given in the grade sheet appended.

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

The assessment/evaluation outcomes are communicated to the students through the following means.

1. Valued answer scripts are returned to the students for verification, clarification and justification.

2 Internal grades are published on the notice board for self assessment.

3. Necessary suggestions, counselling, and remedial measures are given to the low and underachievers.

4. PTA meetings are arranged to discuss the performances of students. Parents are given opportunity to share their views about their wards, both formally and informally.

5. The evaluation outcomes are analyzed and meritorious students are rewarded at public gatherings.

6. An overview of the performance of students is published in the college annual.

7. Graphical representation of result is displayed on the board every year.

8. Names of top scorers are displayed on the College Board.

2.5.4 How is ICT used in assessment and evaluation processes?

Question papers for the in-semester exams are prepared with the assistance of computers. ICT is used for preparation of evaluation schedules, grade sheets and

analysis of results. Moreover, the internal grades are submitted online to the university through its exam portal.

Video analysis for evaluation of micro teaching classes is ICT based.

ICT is used to down load admit card for university exam.

Students prepare power point presentations using computers.

2.6 BEST PRACTICES IN TEACHING LEARNING AND EVALUATION PROCESS

2.6.1 Detail on any significant innovations in teaching/learning/evaluation introduced by the institution.

1. Teacher trainees are given opportunity to watch films relevant to the content. This **Film Based Learning Model** enables the learner to attain instructional and nurturant effect.

2. Learners are exposed to **experiential learning** so that the concepts are made clearer.

3. The faculty engages in **collaborative sessions** to analyze the unique practices followed in each subject.

4. The learners are free to **use Internet facility** of the college for their learning purposes like preparation for seminars, projects, assignment, co-operative learning, etc.

5. **Educational CD's for the blinds** prepared by the State Education Department is made available. Software 'JAWS' is available in the ICT lab for the use of blinds.

6. During the teaching practice session, the **Principal and other teachers visit** the teaching practice schools in addition to the subject teacher educators, to know about the well being of the student teachers and also to evaluate their performance in the schools.

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

The institution reflects on the best practice in the delivery of instruction by giving them direct experience even in the use of technology. Film Based Learning, Practices in waste management through vermin composting etc. are some of the instances where direct experience is given to students. The student teachers are equipped to handle ICT enabled classes including the use of smart board. The institution enriches the learners to the extent that they become globally competent. Training in **online teaching, interactive sessions with international experts** are some of the enriching experiences.

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

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

The NAAC Peer team gave a positive remark on the practices followed in teaching learning and evaluation. The following modifications have been brought about with regard to teaching, learning and evaluation after the visit of NAAC Team.

❖ To bring about international standard to the B.Ed. syllabus, the annual scheme of the B.Ed. programme is changed to semester pattern (two semesters with credit and grading system). Though this change was brought about by the university, our faculty played pivotal role in its modification.

❖   We have taken measures to enrich the teaching learning process by adopting techno pedagogic approach.

❖   Continuous and Comprehensive Evaluation following the grading pattern has been implemented.

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

To enhance the quality of teaching, learning and evaluation, ICT enabled classes; automated library and N List of Inflibnet facility with access to online journals have been implemented.

CRITERION - III

RESEARCH, CONSULTANCY AND EXTENSION

3.1   PROMOTION OF RESEARCH

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

The institution motivates the teachers to take up research in education by giving various opportunities to participate in activities pertaining to research in education. The management provides time to time encouragement and motivation to the faculty members. The college organizes workshops on research methodology to equip its faculty to take up research. The students and faculty members are also encouraged to participate and present papers in seminars, workshops and conferences in various colleges with a view to helping them buildup research culture. Research facilities are strengthened by the academic and administrative body of the college. The institution encourages the teaching staff by sanctioning leave and making alternative arrangements for the Faculty Improvement Programme leading to M. Phil. and Ph.D. Automated library facilities and internet access are available to the faculty members and teacher educands. Moreover the M. Ed. Department Library provides specialized services in research. The INFLIBNET facility of the main library extends even remote access for the teacher educands and the faculty.

Discussion on relevant research topics by the staff promotes research culture among the faculty members. The M.Ed. programme facilitates and enhances the research activities in the college. Most of the faculty members of B.Ed. programme provide research assistance to the M.Ed. students. Many of our faculty members of both B.Ed. and M.Ed. have **proven record of research** culture and the college **acknowledges their achievements through felicitation meetings**. A number of

Action research studies are conducted by the teacher educands and their results are discussed in the staff council for effective transaction of teaching learning process.

Many of our teachers are **research consultants** and the college provides facilities for research consultation to the faculty members of other colleges.

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

The institution considers all aspects of education for research. Research study has been carried out according to the interest of the faculty of this institution. Areas of research focused by each faculty member are:

Sl. No.	Name of Faculty	Thrust Areas of Research
1.	Dr. K. S. George (KSG)	Teacher Education, Educational Psychology, Counselling
2.	Dr. K. K. John (KKJ)	Environmental Education, Science Education
3.	Mr. Titus Thomas (TT)	Physical Education, Physical Fitness
4.	Dr. T. K. Mathew (TKM)	Modern Instructional Strategies, Science Education
5.	Dr. Koshy P. Chacko (KPC)	Economics of Education, Rural Studies, Social Science Education
6.	Dr. Sunila Thomas (ST)	Co-operative Learning, Learning Styles, Mathematics Education
7.	Dr. Anita Mathai (AM)	Reflective Practices, Communicative Competence ,English Education
8.	Dr. Mini John (MJ)	Teacher Education, Educational Psychology, Counselling, Science Education
9.	Ms. Nimmi Maria Oommen (NMO)	Teacher Education, Value Education
10.	Ms. Betsy Joseph E. (BJE)	Science Education, Cognitive Psychology
11.	Mr. Pramod Thomas George (PTG)	Commerce Education, Educational Evaluation
12.	Ms. Jolly Mathew (JM)	English Education
13.	Ms. Bincy M. John (BMJ)	Teacher Education, Social Science Education
14.	Dr. H. Sam Sanand Raj (HSSR)	Educational, Psychology, Social Psychology, Community Psychology, Personality, Creativity, Intelligence, Mental Health, Self-Esteem, Educational Statistics
15.	Dr. K. S. Joseph (KSJ)	Educational Technology, Multi-media

		Approach, English Education, Educational Psychology
16.	**Dr. Sam Thomas Joy (STJ)**	Educational Psychology, Guidance and Counselling, Information Technology, Mathematics Education
17.	**Ms. Riya Anna Philip (RAP)**	Educational Philosophy, Science Education
18.	**Prof. Sushama Zacharia (SZ)**	Teacher Education, Educational Sociology

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

Yes, the institution in general and the faculty in particular encourages action research among teacher educands. The problems are usually related to the practice teaching classes and teaching learning situations. Main focus is on classroom problems and needs related to learning disabilities, adjustment problems, enhancement of confidence, adjustment to immediate environment, handling slow learners, classroom management, improvement of handwriting, etc. As solution to the identified problems encountered by the students, opportunities are provided by the institution in the form of **personal and specialized guidance**. The result is found out and necessary hints are given to the stakeholders comprising students, teachers, parents and school authority for improving performance and removal of deficiencies.

In addition to these, as part of child study, all teacher educands with the help of teacher educators conduct various **case studies leading to action research** every year.

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

The faculty members are usually sent to attend seminars/workshops and other such events when called for. The institution also organizes many **seminars/workshops with the collaboration** of UGC, CTE, Mahatma Gandhi University, AKTCTA, Pampa Samrakshana Samithi, Malayala Manorama, YMCA, Vigil India Movement, etc.

Sl. No.	Seminars / Workshops - 2007	Faculty Attended
1.	UGC National Workshop on Research Methodology in Education, organized by Titus II Teachers College, Tiruvalla on 7-9 Mar. 2007	KSG, KKJ, TT, TKM, KPC, ST, AM, MJ, NMO, IP, STJ
2.	UGC National Level Workshop on Research Competencies in Teacher Educators organized by Mount Carmel College of Teacher Education, Kottayam and co-sponsored by M. G. university, Kottayam on 13-15 Mar. 2007	STJ
3.	Workshop on Intellectual Property Rights: Prospects and Procedures organized by Kerala State Council for Science, Technology and Environment at Mar Thoma College, Tiruvalla on 27-28 Sept. 2007.	KSG, TKM, MJ, NMO, KPC
4.	Seminar on First Aid organized by St. Joseph College of Teacher Education, Ernakulam on 25 Oct. 2007	TT
5.	Workshop in Physical Science Education on Taxonomy of Educational Objectives conducted at St. Xaviers Training College for Women, Aluva on 29 Oct. 2007	TKM
6.	Indian Education Congress organized by CMS College, Kottayam on 7-9 Nov. 2007	TKM
7.	Workshop on Natural Science Teaching organized by AKTCTA at St.Thomas College of Teacher Education, Pala on 23 Nov. 2007.	MJ

Sl. No.	Seminars / Workshops 2008	Faculty Attended
1.	Workshop on curriculum Transaction based on Constructivist Paradigm organized by SPS, MG University on 28 Mar. 2008.	ST
2.	State Level Seminar on Modern Trends in Curriculum Transaction and Evaluation sponsored by MG University organized by St. Thomas College of Teacher Education, Pala on 22 Sept. 2008	ST
3.	National Seminar on Best Practices in IT Enabled Teacher Education and Knowledge Management organized by Centre for Educational Technology and National Curriculum Centre, University of Kerala, Trivandrum on 17-18 Oct. 2008.	ST
4.	Seminar on Curriculum Transaction in Social Science organized by AKTCTA at Titus II Teachers College, Tiruvalla on 21 Oct. 2008.	KPC
5.	Seminar on Recent Trends in Physical Science Education organized by AKTCTA at St. Josephs College of Teacher Education for Women, Ernakulam on 21 Oct. 2008.	TKM
6.	Seminar on Curriculum Transaction in Physical Education organized by AKTCTA on 21 Oct. 2008	TT
7.	Workshop on Critical Pedagogy and Issue Based Curriculum, organized by CTE, at Titus II Teachers College, Tiruvalla on 29 Nov. 2008.	KSG, KKJ, TT, TKM, KPC, ST, AM, MJ,IP, NMO

SI. No.	Seminars / Workshops - 2009	Faculty Attended
1.	State Level Workshop on Materializing Social Constructivism and Critical Pedagogy in the Classroom, organized by NSS Training College, Changanacherry on 16-17 Jan. 2009.	TKM, ST, MJ
2.	National Workshop on Improvised Aids in Science Education sponsored by UGC, organized by PKM College of Education, Madampam, Kannur on 26-27 Mar. 2009	TKM
3.	UGC sponsored State Level Workshop on Developing Leadership Qualities of Women organized by Mount Carmel College of Teacher Education for Women, Kottayam on 26-27 Mar. 2009	ST
4.	Workshop on Restructuring Curriculum of B. Ed, Degree Course conducted by M. G. University, Kottayam at NSS Training College, Changanacherry on 14-22 May 2009	KSG, TKM, KKJ, KPC, ST, MJ
5.	National Seminar on promoting Research Culture for Enhancing Quality of Teacher Education organized by St. Joseph College of Teacher Education for Women, Ernakulam on 28-29 May 2009.	KKJ
6.	UGC sponsored State Level Seminar on Implication of Novel Technology Approaches in Education organized by Titus II Teachers College, Tiruvalla on 9-10 Jul. 2009	KSG, KKJ, TT, TKM, KPC, ST, AM, MJ, BJE, NMO, IP, STJ, RAP
7.	National Workshop on Best Practices in Higher Education organized by Loyola College of Social Science, Trivandrum on 18-19 Jul. 2009.	KSG, KPC, ST
8.	UGC sponsored National Seminar on Education: the Sine qua non for Sustainable Development, Organized by St. Thomas College of Teacher Education, Pala, on 20-21 Aug. 2009.	TKM
9.	National Workshop on 'Research Writing' organized by the Centre of Advanced Study in Education, Vadodara under the aegis of the NCERT, New Delhi on 22-26 Sept. 2009	STJ
10.	Orientation Programme on Restructured B. Ed. Curriculum organized by MG University Kottayam on 21-22 Oct. 2009.	KSG, KKJ, ST
11.	Seminar on Restructured B. Ed. Curriculum-Credit and Semester System with Grading organized by AKTCTA at Titus II Teachers College, Tiruvalla on 6 Nov. 2009.	KSG, KKJ, TT, TKM, KPC, ST, AM, MJ, NMO, IP, STJ, BJE
12.	Seminar on Credit and Semester System in B. Ed. Degree Programme organized by AKTCTA held at Sree Narayana College of Education, Muvattupuzha on 6 Nov. 2009.	TKM
13.	IQAC meeting organized by Higher Education Commission of Marthoma Sabha on 7 Nov. 2009 at Olivet Aramana, Chenganoor	KSG, ST
14.	Inter University Workshop of the Orbit of Unified B. Ed. Degree Programme organized by SPS, MG University, Kottayam on 8 Dec. 2009.	TT, KPC, KKJ

Sl.	Seminars / Workshops - 2010	Faculty Attended
1.	UGC Sponsored National Seminar on Nutrition and Self Care for Healthy Ageing organized by Dept. of Physical Edn., B K College for Women, Amalagiri, Kottayam on 14-15 Jan. 2010.	TT
2.	Seminar on Changing Role of Teacher in the Technological Advanced Environment organized by Mangalam College of Education in association with Researchers guild of Innovations on 6 Feb. 2010	KSG, MJ
3.	National Seminar on 'Developmental Goals and Role of Education' organized by the Centre of Advanced Study in Education, Vadodara on 19-20 Feb 2010	STJ
4.	UGC Sponsored National Seminar on Quality Improvement in Educational Research: Innovative Trends organized by St. Josephs Training College, Mannanam on 5-6 Mar. 2010	KKJ
5.	Workshop on Curriculum Transaction organized by the Consortium of Physical Science Teacher Educators at St. Thomas College of Teacher Education, Pala on 25 May 2010.	TKM
6.	National Seminar on Stress Free Education: A Paradigm Shift for Teacher Conscientization organized by NSS Training College, Changanacherry, on 23-24 Jul. 2010	MJ, ST
7.	Workshop on Rejuvenating Reified M.Ed. Programme by SPS-MG University on 5 Aug. 2010.	KKJ, KPC, ST
8.	9th Annual International Seminar on Peace Education: An Orientation for Generation Next organized by CTE, Kerala held at St. Thomas College of Teacher Education, Pala on 13-14 Aug. 2010.	ST, NMO, STJ
9.	Workshop for College Teachers organized by Higher Education Commission of Mar Thoma Sabha at Munnar on 10-11 Sept. 2010.	KSG, TKM, MJ, JM
10.	Meeting of NAAC Peer Team organized by NAAC at Bangalore 14-16 Sept. 2010.	KSG
11.	Workshop on Methodology Courses, organized by KSHEC and St. Thomas College, Pala on 18-19 Nov. 2010	KKJ

Sl. No.	Seminars / Workshops - 2011	Faculty Attended
1.	National Workshop on Educational Research, organized by Government College of Teacher Education, Trivandrum on 10-14 Feb. 2011	ST
2.	National Meet of Researchers in Education, organized by the Centre of advanced Study in Education, Vadodara on 27 Feb – I March 2011	STJ
3.	International Conference on Quality Assurance in Higher Education on Expectation and Achievement organized by NAAC, Bangalore on 2-4 Mar. 2011.	TKM
4.	UGC Sponsored Seminar on Human Rights and Value Education, organized by Titus II Teachers College, on 2-3 Jun. 2011	KSG, KKJ, TT, TKM, KPC, ST, MJ, NMO, BJE
5.	Workshop on the Practical Aspects of Physical Science, held at St. Joseph's Training College, Mannanam on 4 Jun. 2011.	TKM
6.	National Workshop on Research Methodology in Education, organized by Titus II Teachers College, Tiruvalla on 25-31 Jul. 2011.	KSG, KKJ, TT, TKM, KPC, ST, MJ, STJ,BJE
7.	International Seminar organized by Higher Education Commission of Mar Thoma Sabha at Santhigiri from 12-14 Sept. 2011	KSG, KPC,TKM, PTG, BJE
8.	6th National Teachers' Science Congress organized by Dept. of Science and Technology, Govt. of Kerala at BHU, Varanasi on 8-11 Nov. 2011	KKJ

Seminars/Workshops Organized by the Faculty/Institution

➢ *UGC Sponsored National workshop on 'Research Methodology' from 7th - 9th March, 2007.*

➢ *UGC sponsored state level seminar on 'Implication of Novel Technology Approaches in Education' organized on 9th - 10th July 2009.*

➢ *Seminar on 'Curriculum Development' in joint collaboration with AKTCTA on 6th November, 2009.*

➢ *UGC sponsored seminar on 'Human Rights and Value Education' for the B.Ed. students on 2nd - 3rd June, 2011.*

➢ *Workshop on 'Research Methodology in Education' under the auspices of IQAC organized on 25th - 31st, July, 2011.*

3.2   RESEARCH AND PUBLICATION OUTPUT

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

The institution advises the student teachers and faculty members to develop instructional and other materials suited to local needs. One day workshop on preparation of teaching aids pertaining to their lessons is conducted in the institution every year optional wise. Many of the faculty members prepare Power Point Presentations as instructional materials for transacting the curriculum. The faculty also prepares instructional materials like text books and question banks.

The major instructional materials developed by the institution are:

- Module on Environmental Education

- Module on Science Education

- Co-operative Learning Design

- Self-Assessment Rubrics for teacher educands at primary level

- Lesson designs on concept maps, problem solving, and portfolio for enhancing communicative competence of teacher educands

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

The college provides optimum facilities in the institution to develop instructional materials. The college has a well equipped Computer cum ICT Lab with

internet facilities for preparing instructional materials, subject laboratories, reprographic facilities, health and physical education room, etc. The college also utilizes the expertise of the alumni to prepare instructional materials.

Classes on **familiarizing technological devices** like Smart Board, Visualizer, LCD, etc. are arranged for teacher educands and the faculty. Moreover opportunities are given for developing instructional materials for techno-pedagogic use. The INFLIBNET facility available in the automated library enables the faculty and students to know about the current development worldwide. Workshops are being conducted to provide information on the usage of SPSS and other statistical packages as instructional material at M. Ed. level. Students are also encouraged to watch ready-made CD ROMs available in the institution prepared by Kerala State Institute of Education, SCERT, IT @ School and other reputed agencies.

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

Yes, the faculty members have developed instructional materials such as:

- Power Point presentations on different topics in respective subjects

- CD's on classroom transaction in different disciplines

- OHP transparencies in various subjects

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

(a)   *Organized by the institution*

- National workshop on research methodology-Preparation of research tools

- Teaching manual workshops for the teacher educators

- Preparation of grade sheets and assessment criteria for the B.Ed. practical examinations

- Training in book binding, fabric painting, colour dyeing, glass painting, ornament making, vermi composting, and food processing

- Workshop on CBCSS curriculum revision

(b) *Attended by the staff*

The staff attended every activity organized by the college. In addition, they have attended the following programmes.

- Two of our faculty members attended the Master Trainers Course conducted by INTEL Teach Programme at Mount Carmel College, Kottayam.

- All the faculty members have attended teaching manual preparation workshops in their respective subjects.

(c) *Training provided to the staff*

- Training in Smart Board operation

- Special training for the use of Psychological Tests

- Training in the usage of other technological devices

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

SI. No.	Journal	Name of Faculty
1.	GCTE Journal of Research and Extension, Government College of Teacher Education, Trivandrum	Dr. T. K. Mathew Dr. Sunila Thomas Dr. Mini John
2.	Journal of Studies in Teacher Education, GCTE, Kozhikode	Dr. Mini John
3.	Proceedings of 9th International Seminar of Peace Education, an Orientation for Generation Next, Organized by CTE Kerala	Dr. Sunila Thomas Dr. Sam Thomas Joy Ms. Nimmi Maria Oommen
4.	Proceedings of National Seminar on Naturalistic Intelligence – Harmonizing Scientific Inquiry and Eco-Friendliness in Learners, Organized by NSS Training College, Changanachery and CTE Kerala	Dr. Sunila Thomas Dr. Mini John
5.	International Seminar Proceedings, Trivandrum (Communicated)	Dr. T. K. Mathew Dr. Sunila Thomas
6.	International Educator, Kalanikethan Publishers, Trivandrum	Dr. T. K. Mathew

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

- Dr. K.K. John secured the Best Paper Presenter Award in the Fifth National Teachers Science Congress at Dehra Dun during 2009.

- Ms. Nimmi Maria Oommen was the Best Paper Presenter in the NAAC sponsored Seminar on *Innovative Practices in Teacher Education for Internal Quality Enhancement* conducted by the Peet Memorial Training College, Mavelikkara on 8th and 9th October 2007.

- Dr. T. K. Mathew secured the 'Rashtria Gaurav Award', 2012 and Best Paper Presenter Award in the Seminar conducted by Mount Carmel Training College, Kottayam.

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

The institution encourages faculty members to undertake minor/major research projects. One of the faculty members has completed a **minor project** approved by the UGC, as detailed below:

Name of the faculty – Dr. Mini John

Title: The Role of Kudumbasree in Promoting Women Empowerment in Kerala

Order No.: MRP (H) – 14 43/10-11/KLMG 048/UGC-SWRO dated 10.02.2011

Minor Project Proposals Submitted to the UGC

Sl. No.	Title	Investigator
1.	Impact of Learning Style in minimizing the learning disability of Socio-culturally backward secondary school students	Dr. Sunila Thomas
2.	Cost of Education of B. Ed. Programmes conducted by the Colleges of Teacher Education under Mahatma Gandhi University	Dr. Koshy P. Chacko & Pramod Thomas George

3.3 CONSULTANCY

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

Yes, the institution provided informal consultancy services in various areas.

(a) Research Consultancy:

The research committee took initiative in rendering expertise in topic selection, tool construction, data analysis and research reporting within and outside the institution.

(b) Community linked consultancy:

    a. Acted as evaluators in youth festivals, science fairs and sports meet

    b. Served as resource persons at school and university level

(c) Academic consultancy:

    a. Served as resource persons in seminars and workshops

    b. Conducted classes on research methodology

    c. Performed as IGNOU consultants

    d. Took classes for Muthoot Medical Mission and Pushpagiri Medical College

    e. Acted as Governing board members of institutions

    f. Served as members of Board of Studies

(d) Career consultancy:

    a. Served as subject experts for various interview boards

    b. Arranged coaching for competitive exams

(e) Value education

    a. Arranged drug abuse classes

    b. Conducted value oriented speeches

(f) Technical consultancy:

    a Consultancy rendered by the administrative staff to other institutions with regard to e-filing and other related works.

    b. Provided assistance to other institutions in library automation by the librarian.

(g) Spiritual consultancy:

    a. Took classes on spirituality

    b. Provided Spiritual leadership

    c. Prepared content for spiritual education

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

Yes, the faculty members of the institution are competent to undertake consultancy in their respective areas. They serve as **experts and consultants** in different boards and committees as following.

Sl. No.	Name	Area of Service
1.	Dr. K. S. George	• NAAC Peer Team Member • NCTE Visiting Team Member • Research Consultant at M.Ed. Level • Member, UG BOS, MG University • Convener, B. Ed. Curriculum Revision Committee, MG University • Governing Board Member • MG Uty.Subject Expert and Resource Person • Member, MG Board of Exam at B. Ed. Level • Inspection Team Member, Self-financing B. Ed. Colleges MG University • Member, Higher Education Commission, Mar Thoma Sabha
2.	Dr. K. K. John	• NCTE Visiting Team Member • Research Consultant at M.Ed. Level • Member, PG BOS, MG University • Member, B. Ed.& M. Ed. Curriculum Revision Committee, MG University • Adjudicator of M. Ed. Thesis • Member, MG Board of Exam at B. Ed. & M.Ed. Level • Co-ordinator, B.Ed. Practical Board, MG Uty. • Governing Board Member of Institutions • Subject Expert and Resource Person

3.	**Titus Thomas**	• Member, B. Ed. Curriculum Revision Committee, MG University • Manager, MG Uty. Men Football Team • Referee for Football Tournaments • Subject Expert and Resource Person • Member, MG Board of Exam at B. Ed. Level
4.	**Dr. T. K. Mathew**	• NCTE Visiting Team Member • Research Consultant at M.Ed. M. Phil and Ph. D. Level • Member, B. Ed. Curriculum Revision Committee, MG University • Governing Board Member • Subject Expert and Resource Person • Member, MG Board of Exam at B. Ed. Level
5.	**Dr. Koshy P. Chacko**	• NCTE Visiting Team Member • Research Consultant at M.Ed.& Ph. D. Level • Member, B. Ed. & M. Ed. Curriculum Revision Committee, MG University • Adjudicator of M. Ed. Thesis • Member, MG Board of Exam at B. Ed. & M.Ed. Level • Inspection Team Member, Self-financing B. Ed. Colleges MG Uty • Subject Expert and Resource Person
6.	**Dr. Sunila Thomas**	• Research Consultant at M.Ed. & Ph D. Level • Member, B. Ed. & M. Ed, Curriculum Revision Committee, MG University • Adjudicator of M. Ed. Thesis • Member, MG Board of Exam at B. Ed. & M.Ed. Level • Subject Expert and Resource Person • Academic Counsellor. IGNOU
7.	**Dr. Anita Mathai**	• Member, B. Ed. Curriculum Revision Committee, MG University • Subject Expert and Resource Person • Member, MG Board of Exam at B. Ed. Level
8.	**Dr. Mini John**	• Research Consultant at M.Ed. & Ph D. Level • Member, B. Ed. Curriculum Revision Committee, MG University • Resource Person, In-service Training for School Teachers • Member, MG Board of Exam at B. Ed. Level • Subject Expert and Resource Person

9.	**Nimmi Maria Oommen**	• Member, B. Ed. Curriculum Revision Committee, MG University • Resource Person, Academic Staff College • Member, MG Board of Exam at B. Ed. Level • Subject Expert and Resource Person
10.	**Betsy Joseph E.**	• Research Consultant at M.Ed. Level • Member, B. Ed. Curriculum Revision Committee, MG University • Member, MG Board of Exam at B. Ed. Level • Subject Expert and Resource Person
11.	**Pramod Thomas George**	• Research Consultant at M.Ed. Level • Member, B. Ed. Curriculum Revision Committee, MG University • Member, MG Board of Exam at B. Ed. Level • Subject Expert and Resource Person
12.	**Bincy M. John**	• Subject Expert and Resource Person
13.	**Jolly Mathew**	• Subject Expert • Member, MG Board of Exam at B. Ed. Level
14.	**Dr. H. Sam Sananda Raj**	• Research Consultant at M.Ed., M. Phil & Ph. D. Level • Member, M. Ed. Curriculum Revision Committee, MG University • Research Guide at Doctoral Level • Chairperson and Member of Adjudicating Panel at Ph. D. Level in Edn. & Psychology • Member, MG Board of Exam at M.Ed. Level • Subject Expert and Resource Person
15.	**Dr. K. S. Joseph**	• NCTE Visiting Team Member • Research Consultant at M.Ed., M. Phil & Ph. D. Level • Member, M. Ed. Curriculum Revision Committee, MG University • Research Guide at Doctoral Level • Chairperson & Member of Adjudicating Panel at Ph. D. Level in Education & Psychology • Member, MG Board of Exam at M.Ed. Level • Subject Expert and Resource Person • Member, B. Ed. & M.Ed. Curriculum Revision Committee, CASE, Baroda • Published 7 Books • Study Material Writer, IGNOU
16.	**Dr. Sam Thomas Joy**	• Research Consultant at M.Ed. & M. Phil Level • Subject Expert and Resource Person
17.	**Riya Anna Philip**	• Research Consultant at M.Ed. Level • Subject Expert and Resource Person

18.	**Prof. Sushama Zacharia**	• Governing Board Member of Institutions • Member, Higher Education Commission, Mar Thoma Sabha • Subject Expert and Resource Person

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

No revenue is generated. All services were provided informally on the basis of academic interest and social commitment.

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

Revenue neither generated nor used.

3.4 EXTENSION ACTIVITIES

3.4.1 How has the local community benefitted from the institution? (Contribution of the institution through various extension activities, out-reach programmes, partnering with NGO's and GO's).

Extension activities are an **integral part of the teaching programme** of the institution. It renders services to the community at various levels, like:

• Giving free tuitions

• Donation to pain and palliative care units

• Visits and donations to destitute homes, old age homes and hospitals

• Voluntary work at Navajeevan Trust, Kottayam, a rehabilitation centre (a charitable institution to help destitute and sick persons)

• Giving infrastructural facilities like playground, auditorium, seminar hall, etc. for various associations/organizations of the community.

- Providing venue for CBSE Sahodaya competitions and University youth festival.

- Donating blood to patients

- Providing mid-day meals at government hospital

- Giving aid to adopted primary school

- Donating chalk boards to model school

- Participating in movements against environmental pollution

In addition to this, the faculty renders their expertise to the community in various capacities like:

- Serving as resource persons in value education, counselling, personality development, physical and health education classes

- Being judges for science fairs and cultural competitions

- Officiating sports and games meets at local, district, university and state levels

The institution extends its activity for the **benefit of the community** by partnering with government organizations like health department, forest department, district court and non-government organizations like Pampa Samrakhana Samithi (a River Pampa preservation project), Energy Management Centre, Malayala Manorama, YMCA, YWCA, Rotary Club, Vigil India Movement, Kerala Council of Churches, Gandhi Peace Foundation, Gideon's International Thiruvalla Chapter, Junior Chamber of India (JCI), and conducts programmes like seminars on communicable diseases, green vision, legal awareness, human rights, Ente Maram Project, substance abuse, etc.

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

The institution has benefited from the community in various ways.

Community Participation in Institutional Development

- The PTA plays a major role in institutional development like initiating library automation, air-conditioning of Guest room and Principal's room.

- The PTA sponsored the Cash Prize for the top scorer of the college.

- The Alumni Association has instituted the Best Teacher Award for the teachers in Schools/TTIs.

- The College conducts the Inter B. Ed. Choreography competitions under the sponsorship of the Alumni Association.

- The Alumni Association instituted an award to the top scorer among the alumni wards every year.

Institution-Community Networking

- The College receives rent from the community for using its infrastructural facility.

- Saplings of trees were provided to the faculty and students of this institution by the forest department through 'Ente Maram Project'.

- The College in joint collaboration with the community moved against waste disposal near the college premises and ladies hostel. The community took initiative in conscientising the local authorities, representatives of legislative assembly and the media. This has minimized the practice of waste disposal in the area.

- The College invites veterans from the community to take classes on various topics. Such classes have motivated and informed our students with the current societal issues.

- The institution could get the service of the inmates of De-addiction Centre, Malayalapuzha as kitchen staff of the hostel.

- The community helps us by rendering their expertise as judges for various intramural and intercollegiate competitions.

- Active participation through advertisements and literary contributions by the community help in releasing the college magazines every year.

Institution-School networking

- Experienced teachers of the schools take demonstration classes for our students.

- At times we share the playground of the model school for conducting college sports meets.

- Schools share their resources with the institution during the teaching practice session.

- Resource persons like DRG's and SRG's of DIET take classes for our faculty and students on emerging trends in education.

- The school provides its school bus at concessional rate to take our students outdoor.

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

In order to provide community orientation to students we arrange classes for students and make them involved in the community activities with respect to the proposed and ongoing projects of the college through field visits and generous contributions. The ensuing plans are:

- ❖ To make collaboration with the School for Mentally Challenged at Thelliyoor, in the district.

- ❖ To continue the extension activities in the adopted school (CMS LP School, Theepany).

❖ To arrange classes on food preservation, bee keeping and other activities for self-help groups, formed as per government direction.

❖ To conduct conscientisation visits to nearby colonies and slums to develop health and hygiene awareness.

❖ To arrange classes on personality development and counselling for empowering women in the nearby areas.

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

▪ We have adopted CMS LP School Theepany, Tiruvalla and provided study materials, furniture and uniforms. We also issued note books prepared by our students.

▪ We have conducted free tuition programmes for the poor students of the model school.

▪ Responding to the needs of the model school, five chalk boards were donated by the institution.

▪ The institution also joins hands with other institutions in their venture for buying school bus, for renovating school building and the like. The institution has participated in the 'Snehakaram Project' of the Marthoma Sabha for giving medical assistance to needy persons.

▪ Our institution joined in the "Entemaram Project" of the Government, for which our students planted trees in the college premises and in their home environment.

▪ We have undertaken a project for conscientising students on ecological and environmental aspects. Awareness campaigns were conducted inviting environmental experts for protecting rivers in the district. As a joint venture, the

college has participated with Malayala Manorama and the Kerala State Health Department in conducting awareness campaigns against Dengue Fever, Chikkun Gunea and allied diseases. We observed dry day in the whole campus.

▪ A project has been undertaken to empower the women of the neighboring community, who are the members of Ayalkoottam, a self help group.

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

The college conducts value orientation classes by reputed personalities. An ethics period is exclusively set apart in every week in this respect. In order to develop social values among students, under the auspices of the college union, "Prabhashana Parambara" (Colloquium) is being conducted.

We also conduct **classes on soft skills and communication**. The institution encourages its students and faculty members to actively participate in tree plantation and tree conservation initiatives and other activities to **develop environmental consciousness.**

The college also **observes national days** like Republic Day, Independence Day, Birthday and Martyrdom Day of National Heroes to inculcate nationalism and patriotic feeling among the students. Classes on legal awareness, cyber laws, human rights, women rights, etc are being conducted.

In collaboration with social organizations like Kerala Council of Churches, one act plays have been staged to throw light on social issues. One of our faculty members has written and composed many national integration songs and taught them to the students also.

The Social Service League is functioning in the college under the auspices of which, campus cleaning and beautification programmes are held for students. It also

arranges visits to destitute homes and extends voluntary service to pain and palliative care units.

We conduct classes on civic consciousness and citizenship by inviting officers from police department and judiciary.

In order to know the pulse of the community, the students are motivated to **conduct socio-economic survey** in slums and colonies during their practice teaching days.

The college conducts a two day residential orientation programme every year in which one session is completely set apart for developing social consciousness. Caretakers of destitute homes, orphanages, etc. are called upon to effectively handle these sessions.

3.5   COLLABORATIONS

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

The institution has established linkages with All India Association of Christian Higher Education (AIACHE) and Council for Teacher Education (CTE). Some of the faculty members serve as visiting team members of NCTE. Our college Principal Dr. K.S. George has been acting as peer team member and member coordinator of the NAAC. Their experience and observations during the visits have benefited the institution in following the best practices of the respective institutions. We collaborate with IGNOU by providing academic counsellors for their courses.

Most of our faculty members are members of CTE and AIAER.

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

The institution has no direct linkage with any international organization. But we welcome and **entertain international experience sharing programmes**. Our faculty member Dr. T.K. Mathew was a resource person in Teacher Education for students at Bedfordshire University, U.K.

During the last five years, the following teams visited the college which had enlightened our faculty members and students to understand the educational practices and social and cultural styles in those countries. Moreover these visits triggered the minds of our students to take up international studies and research in different realms.

Foreign Educationists who visited the Institution

Sl. No.	Visitors/Country	Date of Visit
1.	**Dr. T. M. Thomas, Bridgeport University, USA**	**29.01.2009**
2.	**Andrew McImtosh, Leads University, UK**	**23.03.2009**
3.	**Poulo, Livia, Louis Ana & Roger, Brazil**	**15.01.2010**
4.	**Rev. Yushiko Miyabe, Japan**	**09.02.2012**
5.	**Liya Mathew, Pennsylvania University, USA**	**07.06.2012**

Our faculty member in charge and a few selected students participated in the workshop organized in connection with World Wetlands Day 2012 by WWF – India. The reflections of the participants have provided information about the exposure they got through "Thanneer Thadakom Project. Thereafter some rain pits were dug to

collect rain water especially in the mini farm area. It was highly beneficial for cultivation purpose. Our students could participate in the nature camp arranged by Peet Memorial Training College, Mavelikkara in the year 2010.

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

i. Curriculum Development

The linkages and the collaborations with the national and international agencies provided opportunities and avenues to our faculty members in understanding the developments in the area of education at wider spectrum. This experience enabled our teachers to take courageous interventions in developing and restructuring curriculum at PG and UG levels of the MG University and education programme at secondary level of the state. The DIET usually seeks suggestions from our faculty members in their attempts for curriculum development at secondary level.

ii. Teaching

The linkages with Overseas English Trainers have contributed at large in improving communicative efficiency of teacher educands and teacher educators. Their learning materials and classes enabled them in keeping communication tasks on the lines expected. The visit organized by the Higher Education Council during 2009 to Punjab and Delhi, has enabled the head of the institution to observe and interact with pioneer institutions of higher education at national level. The visit provided lot of insight in to the recent practices in teaching, using ICT. Interactions with the visiting teams from Brazil, Japan, UK and the United States also threw much light on the new teaching methods followed internationally.

iii. Training

The collaboration with CTE enabled the institution to organize training programmes for teacher educands and teacher educators in micro teaching. The **expertise of Dr. Sansanwal**, a renowned research expert at national level has resulted in providing training for M. Ed. students and the faculty in SPSS Package.

Linkages with Krishi Vijnan Kendra of Government of Kerala gave opportunities to our students and respective teachers to obtain training in **Vermi composting**. Students have taken it as a project to propagate this practice in their local areas.

iv. Practice Teaching

The faculty members attended the training programme conducted by the INTEL Computer Ltd in ICT enabled teaching which transferred their knowhow to the other faculty members in designing their lesson plans in the respective subjects. The teachers themselves articulated this among their students in planning lessons for teaching practice.

The association with DIET, the district-wise operational unit of SCERT and CTE helps us in quick realization of changes made by the state in secondary school curriculum. We usually arrange classes of experts from these forums who are engaged in the curriculum revisions. In the light of these deliberations made by various organizations we redesign our demonstration, criticism and discussion classes with immediate effect.

The moral and value orientation classes organized in collaboration with Navajeevodayam has helped our students conduct moral and value education classes in the teaching practice schools and thereby inculcate values among the school students.

v. Research

With the co-sponsorship of the UGC, the college has organized a National Workshop on Research Methodology during 2007 for research scholars, teacher educators and teacher educands at PG level.

A state level workshop funded by the UGC on the 'Implications of Novel Technological Approaches in Education' was arranged in the institution during 2009.

A National Workshop on Research Methodology was conducted in 2011 for teacher educators and M. Ed. students.

These programmes have benefited the college in performing as a **stakeholder in orientation to research** in education. The talks rendered by eminent resource persons enriched our students whereby they understand the issues of education worldwide and the prominent current thrust areas yet to be reached. This has helped our supervising teachers and PG students in a big way to think about their areas of specialization and find the topics of research.

vi. Consultancy

Our faculty members render informal consultancy by acting as peer team members of NAAC, NCTE and the MG University visiting teams for the assessment, accreditation and sanctioning of institutions and courses. Our faculty members also serve as consultants of IGNOU Study Centers.

vii. Extension

The local units of YMCA International, YWCA International, Vigil India Movement and the Rotary International have interactions with us in our extension activities. The YMCA, Tiruvalla provides their space for community gathering which we promote. We reciprocally provide space for their gathering at free of cost. We also send our students as volunteers for their endeavors. The Rotary International also joins hands with the college in our extension activity related to the adopted school.

The collaborative efforts of the institution and the Vigil India Movement were successful in conscientising the public about water and air pollution.

Our students serve as volunteers to state level youth festival and sports meet conducted in and around Tiruvalla.

The linkage with the prominent daily Malayala Manorama enabled the institution to take part in their action against the wide spread dengue fever and other Communicable diseases which affected the state during 2007-08 and 2011-12. This joint venture really enabled the institution to become a **nodal agent in conscientising** the student population and the masses at large against the health hazards, especially during monsoon seasons.

viii. Publication

The linkages with various organizations have enabled our faculty members to participate in programmes related to research and publications. The head of the institution has been working as a member of the editorial board of the publication of Higher Education Council of Mar Thoma Sabha. Some of our faculty members serve as members of editorial board of organizations like CTE, YMCA, etc. Many experts at national level have served as editorial board members of '**Titustracks**', the journal published by our institution. Some of our faculty members regularly publish their articles in national, regional and local level publications.

ix. Student Placement

The college has linkage with various institutions inside and outside the state. Managers and other authorities of these institutions visit our college and conduct Campus interviews for the teacher educands. Every year many of our students get placement in these institutions.

Sl. No.	Name of the Institution
1.	St. Theresas School, Sikander Kampoo, Gwalior
2.	St. Thomas Public School, Korba
3.	Laurel Public School, Indore
4.	Syrian Jacobite Public School, Varikadu
5.	Believers Church Residential School, Kuttapuzha
6.	Mar Diaonesious Public School, Mallapally
7.	Mar Thoma Residential School, Kuttapuzha
8.	Mar Thoma Senior Secondary School, Kozhenchery
9.	OEM Public School, Eraviperoor
10.	Nicholson Syrian Girls High School, Manjadi

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

The college maintains **healthy rapport** with the schools nearby. We support some schools by providing physical facilities to the institution and learning materials to the students. We conduct **joint celebrations** in schools especially during Onam and X'mas seasons wherein our student leaders and teachers attend and give gifts. This has enabled us to take leadership in strengthening PTA activities in the schools. We have contributed some of the teaching practice schools financially in their endeavors of fund raising programmes for buying school buses and construction works. Some schools were also assisted in conducting state, district and local level sports meets, science fairs and youth festivals. Our students and teachers served as experts and volunteers in these festivals. Moreover our teachers have rendered services to schools as judges on various events, resource persons for workshops, subject experts and interviewers for recruiting teachers. Some of our faculty members have rendered their expertise in preparing projects of our neighboring schools. Since many of the alumni members are the teachers and heads of the schools, the relationship between the college and the schools are very warm, cheerful and mutually rewarding.

We interact with schools for various academic programmes like practice teaching, workshops and consultancy services. We conduct **interface meeting** with heads of practice teaching schools, discuss the curricular changes, curricular requirements, the role of student teachers, previous years' experience, etc. Our faculty members take model classes and special lectures in schools on invitation. We also invite experienced teachers from schools to take demonstration classes. We welcome schools to conduct **campus selection** and we assist the schools by contacting former students who are yet to be placed.

As an action to our community concern, we have taken a project for **empowering** the socially, economically and culturally **deprived women** in the municipal area under the organization Kudumbasree. This has brought in capacity

development among those women in achieving dignity in society and self sufficiency in earning. It has also **reduced dropout rate** among their children and an added interest for learning and parental encouragement. The indirect benefit of this association has resulted in hygienic living, consciousness about contagious diseases, inculcation of values, spent thriftiness, increase of standard of living, boldness in risk taking, widened social networking, conscientisation of their spouse and children against drugs, alcoholism, smoking, substance abuse, etc.

We arrange free **tuition classes** by our students for the needy students of the model school. The institution at times shares its physical and learning materials with the neighboring educational institutions. We also provide our infrastructural and physical resources to other institutions to conduct their competitions and other activities.

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

As part of the preparation for teaching practice, we invite curriculum experts and textbook writers from SCERT and DIET to orient our students to current text books, methodology of teaching to be followed, teaching strategies, evaluation techniques and details regarding the philosophical, sociological and psychological foundations on which the Secondary School Education of the State is based.

We invite heads of teaching practice schools for interface meeting to share their experience and to give motivational talks. These interactions usually give reinforcement to the students in addition to regular advice and directions given to them by the teaching faculty.

We provide training to the leaders of each school who have to maintain liaison with the college and the respective school for the smooth conduct of the teaching practice. Our students are also directed to maintain proper behavior as teachers and mentors in the teaching practice schools. They are also trained to

engage in leadership training and student supports programmes. They also take part in all activities of the school by designing and evaluating both scholastic and co-scholastic programmes. The design followed for teaching practice is detailed in criteria 2.3.8.

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

Some of our faculty members serve as **subject experts** for teacher training institutes and high school and higher secondary schools. Many of the teachers serve as subject expert in interview boards of other training colleges and schools. Our principal, Dr. K.S. George is a **member of the Board of Studies** (UG) of MG University. He has been in charge of restructuring the existing B. Ed. curriculum. He also serves as a member of the Governing Council of Christian College, Chengannur. Another senior member of the faculty, Dr. K.K. John is a member of the Board of Studies (PG) of MG University. All the teachers have been serving as **subject experts in the curriculum revisions** of the B. Ed. programme of MG University. Dr. K.K. John, Dr. Koshy P. Chacko and Dr. Sunila Thomas serve as members of the PG Curriculum Revision Committee of MG University. Dr. T.K. Mathew served as the secretary of the Council of Teacher Education (CTE). All teachers serve as **examiners** of the university B.Ed. practical and theory examinations. Some of the faculty members are also joint coordinators of the B. Ed. practical examination board of the University. Many are serving as chairman of the practical board and chief of the theory board at university level. Many of our faculty members are also examiners of M. Ed. theory papers and adjudicators of theses. Our Principal is a **member of the NAAC peer team**. Dr. K.S. George, Dr. K.K. John, Dr. T.K. Mathew and Dr. Koshy P. Chacko are the **visiting team members of the NCTE**.   The college librarian serves as a resource person in Library Science.

3.6   BEST PRACTICE IN RESEARCH, CONSULTANCY AND EXTENSION

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

1   Various Workshops on Research Methodology have been conducted for the Teacher Educators and Teacher Educands at PG level belonging to this as well as other institutions.

2.   The institution encourages the students to attend and present papers in seminars and workshops.

3.   One of our faculty members has completed a minor research project on Kudumbasree with the financial assistance of the UGC.

4.   Certain minor project proposals are submitted to the UGC for approval.

5.   Some community linked projects were undertaken.

6.   Tuition programme has been arranged for model school students.

7.   Some measures were taken up for improving the infrastructural facilities of the adopted school.

8.   Some of the neighbouring schools were provided with infrastructural materials.

9.   In order to encourage quality teachers, the college has instituted a 'Best Teacher Award' for teachers of TTI, Secondary and Higher Secondary schools with the support of the Alumni Association.

3.6.2   What are the significant innovation/good practices in Research, Consultancy and Extension activities of the institution?

With a view to facilitate research and extension, the college:

❖ Conducts workshops at national and state level.

❖ Arranges interactive sessions with international delegates for the faculty and teacher educands.

❖ Provides infrastructural facilities for researchers from other institutions.

❖ Permits the library science students from other institutions to familiarize with the library practices going on in our automated main library.

❖ Undertakes free tuitions for the poor and educationally backward students of the model school.

❖ Joins hands with other organizations working for social reconstruction.

❖ Conscientizes the community about the precautions to be taken against monsoon diseases and the need for maintaining hygienic practices.

❖ Takes part with sister concerns in their pursuit of academic excellence.

❖ Organizes life saving ventures like formation of blood donor's forum.

❖ Arranges stress management programmes and classes on first aid.

❖ Extends financial support to the poor students through voluntary collections from students and faculty under the projects 'Kanivu' and OASIS, respectively.

❖ Arranges financial aid from other organizations to the poor and needy students identified through mentoring sessions.

❖ Extends financial help to the practice teaching schools for improving their infrastructural facilities like maintenance of school building, school bus, etc.

❖ Provides space and other infrastructural facilities of the college to the various organizations and associations of the community for the conduct of their activities.

❖ Takes leadership in curriculum development programmes of the university at UG and PG levels.

❖ Acts as a nodal institution for the conduct of B.Ed. theory valuation camp and collection centre of answer sheets of the University.

Additional Information to be provided by Institutions opting for Re-Accreditation/ Re-Assessment.

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

The NAAC Peer team during their visit highlighted the importance of research and extension activities to be carried out in the institution. They insisted that more faculty members should take up research and extend their consultancy and this would be possible only if the institution has a PG department.

The actions taken are:

❖ The institution could send more faculty members to take up Faculty Improvement Programme leading to Ph.D. in Education.

❖ The PG. Department in Education was started in 2008.

❖ The faculty members took initiative to serve as research consultants at M.Ed. and Ph.D. Level.

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

1 Conducted a national level workshop on Research Methodology with the financial assistance of the UGC during March 2007. Renowned educationists like Dr. P. Prema, Dr. A. Sukumaran Nair, Dr. Vasantha Ramkumar, Dr. P. M. Jaleel, Dr. Sam Sanand Raj and Dr. P.J. Jacob were the subject experts. Research scholars, teacher educands and school teachers were the participants.

2. Conducted a seven days state level workshop on Research Methodology during 2011. Prof. Dr. D. N. Sansanwal served as the subject expert. Teacher educands, teacher trainees (PG) and research scholars and guides were the participants.

3. The institution has encouraged the faculty to avail Faculty Improvement Programmes leading to Ph. D. Among the 11 teaching staff seven have obtained Ph.D. in Education and the rest are pursuing research leading to Ph.D.

CRITERION - IV
INFRASTRUCTURE AND LEARNING RESOURCES

4.1 PHYSICAL FACILITIES

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

Yes, the institution has a physical infrastructure as required by NCTE norms. The college functions in different blocks in the same campus with an area of 16188 sq. metres.

The various infrastructural facilities available in the institution are as under:

I   MAIN BLOCK

a) Principal's Room   -   Principal's chamber, rest room and wash room

b) Office Room   -   Administrative section, reprographic facilities, wash room

c) Multipurpose Hall-   Dining room for office staff, water cooler with purifier, cooking space, and coin operated pay phone, Grievance redressal box

d) Psychology Lab   -   Space for experiments & tests
                          Display of Psychological test materials

e) Staff Room   -   Staff room, computer room for staff, dining room, wash room, rest room

f) Guest Room   -   Guest room, wash room

g) Rest Rooms   -   1. Gents rest room, wash room
                          2. Ladies rest room, wash room

h) Generator Room

i) Counselling Room

II   M.ED. BLOCK

a) Common Lecture Hall -   Lecture hall with smart board, Public addressing
system

b) Faculty Cabin   -   Space for research guidance, small group
discussions, subject classes

c) Department Library -   Reference books, M.Ed. theses

d) Wash Room   -   for M.Ed. faculty

III   OLD BLOCK

First Floor

a) Subject Halls cum

Method Labs -   Social Science hall, Mathematics hall,
English hall

b) Computer cum ICT Lab-   Computers, CD ROMS, LCD Projector, TV

Ground Floor

a) Games Room   -   Space for Indoor game

b) Rest Room   -   Ladies rest room, wash rooms,
Ladies dining room

IV   NEW BLOCK

Ground Floor

a) Library   -   Reading space, reference section,
M.Ed. section, Career corner,
Internet browsing space

b) Wash Room   -   Common wash room

c) Purified Drinking Water-

First Floor

Multipurpose Hall   -   Seminar hall with smart board, PA system,

Commerce Hall   -   Class room cum method lab

Natural Science Hall -   Class room cum method lab

Physical Science Hall -		Class room cum method lab
Second Floor		
Multipurpose Auditorium-		Main lecture hall with smart board,
		Public address system, green room, wash
		room, stage & curtain
V	**PARKING AREA** -	Car parking, Two-wheeler parking
VI	**MULTI PURPOSE**	
	PLAY GROUND -	Court for volley ball/throw ball/ basket ball
	-	Shuttle badminton court
	-	Gallery
VII	**HOSTEL FACILITY**	
	a. Men's Hostel -	Warden's room, Inmates' room, Kitchen,
		Dining room, Wash rooms, Lavatories
	Water Source -	Well, Public water system
	b. Women's Hostel	
	Block I -	Warden's room, Guest room, Visitor's room,
		Inmates' room, Bath rooms, Wash space,
		Lavatories
	Block II -	Kitchen, Store, Dining hall, Prayer hall,
		Reading room, Staff rest rooms, wash room
	Water Source -	Well, Public water system
	Sentry's Room -	Security.
	Generator Room -	

Details of Expenditure incurred for the maintenance and development of infrastructure facilities during the last three years

Year	Building	Lab	Furniture	Equipment	Computer
2011-12	1,61,036	--	--	--	25,935
2010-11	2,44,948	--	1,17,750	18,300	52,338
2009-10	5,26,423	749	11,300	--	13,895

4.1.2   How does the institution plan to meet the need for augmenting the Infrastructure to keep pace with the academic growth?

The need for augmenting infrastructure is usually sensed by IQAC on the basis of:

1) Students' feed back

2) Discussions in Staff Council

3) Time to time directions from NCTE & UGC

4) Observation made by NAAC Peer team

5) Feedback from Alumni & PTA

6) Developments in curricular aspects

The needs thus sensed are presented in the Governing Council meeting for further discussion and implementation.

The following actions were taken in this regard:

♦   Constructed Ladies Hostel

♦   Installed smart boards

♦   Enhanced the facility in Computer cum ICT Lab

♦   Provided additional space for ladies rest room

To keep pace with the academic growth, the institution plans to augment the infrastructural facilities through the following means.

1. A proposal has been submitted to UGC to construct an indoor stadium.

2. To procure more teaching learning equipments, the institution has applied for financial aid from UGC.

3. The Governing Council has concurred to construct a new block for the institution for which a plan is being prepared.

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

Infrastructure facilities available for co-curricular and extracurricular activities are as under:

1. **Auditorium and multipurpose Hall**

    Utilized for the conduct of seminars, workshops, competitions (intra mural and extra mural), celebrations of important national days and festivals, value education classes, stage programmes, Aerobics, Yoga, club activities, etc.

2. **Subject Halls**

    Utilized for practice in arts and literary events, House meetings and Mentoring sessions.

3. **Games Room**

    Utilized for the conduct of indoor games like table tennis, chess, caroms, etc.

4. **Multi purpose playground & gallery**

    Used for the conduct of outdoor games like throw ball, volley ball, shuttle badminton, minor games and for competitions.

5. **Main play ground (**Shared)

    Utilized for the conduct and practice of various athletics, sports events and

    march past.

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

Infrastructure facilities shared by different programmes run by the institution are:

Computer cum ICT Lab	**Auditorium**	**Play Ground**
Psychology Lab	**Library**	**Games Room**

Infrastructural facilities shared with other institutions of the parent society are:

1. **Main play ground** is used on sharing basis with the model school

2. On request, permission is granted to neighbouring institutions to utilize our **playground**

3. **Auditorium and classrooms** are given as venue for public meetings arranged by various organizations during non-working days

4. **The infrastructure facilities** available in the institution are often shared by Mahatma Gandhi University:

   a) to conduct Centralized Valuation Camp for B.Ed. degree Examination

   b) as Zonal Despatch & Collection Centre of Mahatma Gandhi University Post Graduate examinations

   c) as M.Ed. viva-voce centre of Mahatma Gandhi University

   d) as venue for Mahatma Gandhi University Youth Festival in the year 2011-12

5. **The physical infrastructure facilities** are at times provided for the conduct of Kerala Public Service Commission Examination

6. The College has become a **venue for:**

    a. the conduct of CBSE Regional Youth Festival

    b. special meetings organised by Dy. Director of Collegiate Education, Kottayam

7. **Auditorium and class rooms** are given for the conduct of meetings and competitions of other **institutions of the parent society**

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

The institution ensures the health and hygiene of staff and students in an appropriate manner. Separate wash rooms & rest rooms are provided for staff and students.

	Wash Rooms	Rest Rooms
a. for Staff	4	3
b. for Students	11	4
c. Common	3	-

Canteen facilities

The staff and students of the college utilize the canteen facility which is adjacent to the campus.

Health centre

As there is a Medical College, a Govt. Hospital and various other hospitals in the vicinity of our campus, health care is easily accessible for the students and staff. First Aid facility is provided in the campus for staff and students.

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

Yes, we have separate hostels for men and women. The occupancy details for the last three years are as given.

ITEM	MEN'S HOSTEL	WOMEN'S HOSTEL
Capacity	15	48
No. of Rooms	5	24
Year	Occupancy	
2009-10	5	48
2010-11	9	39
2011-12	7	30

All the sports and recreational facilities available in the campus are utilized by the inmates of both hostels. In addition to this, provision for indoor games like, caroms, Chess, etc. are arranged in the hostel itself. Moreover, news papers, periodicals & television are provided in the hostel for recreation. There is a hostel committee comprising student secretary, resident warden, non-resident wardens, staff representative, Governing Board representative (lady member), Office Superintendent and Principal.

Both the hostels are provided with facilities for first aid. To maintain the hygienic conditions of the hostels, a staff is appointed exclusively for cleaning and disinfection.

4.2   MAINTENANCE OF INFRASTRUCTURE

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

MAJOR ITEMS

Year	Heads	Building	Labs	Furniture	Equipment	Computer
2011-2012	Budget Allotted	1,64,000	5,000	50,000	20,000	55,000
	Amount Utilized	1,61,036	--	--	--	25,935
	Unspent Balance	2,964	5,000	50,000	20,000	29,065
2010 - 2011	Budget Allotted	1,40,000	5,000	1,50,000	5,000	25,000
	Amount Utilized	2,44,948	--	1,17,750	18,300	52,338
	Unspent Balance	--	5,000	32,250	--	--
2009 - 2010	Budget Allotted	9,00,000	5,000	25,000	5,000	25,000
	Amount Utilized	5,26,423	749	11,300	--	13,895
	Unspent Balance	3,73,577	4,251	13,700	5,000	11,105
2008 - 2009	Budget Allotted	2,50,000	5,000	50,000	--	25,000
	Amount Utilized	1,39,522.50	874	5,700	38,910	22,240
	Unspent Balance	1,10,477.50	4,126	44,300	--	2,760
2007 - 2008	Budget Allotted	5,000	10,000	50,000	--	25,000
	Amount Utilized	19,760	90	36,449	--	21,875
	Unspent Balance	--	9,910	13,551	--	3,125

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

The **optimum utilization** of the entire available infrastructure in the institution is ensured always. No room is kept vacant. Other than using the class rooms for learning and teaching purpose, the rooms are utilized for conducting counselling sessions, house meetings, house competitions, mentoring sessions, club committee meetings, inter collegiate competitions, practice for intra & extra mural competitions, etc. Optimum utilization of library, Computer cum ICT lab & Psychology lab are ensured by allotting separate periods in the time table itself.

During extended hours, class rooms are utilized for **remedial coaching**, add on courses like **Yoga, Aerobics, Communicative English Classes, Women's Cell activities and Prayer meetings**. During **non-working days, the community is permitted** to utilize the infrastructure facilities of the institution including library (referred in 4.1.4).

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

The ambience of the institution **is a blend of nature friendly traditional buildings and modern structures**. The campus is eco-friendly and exists as a plastic free zone. **Dust bins** are provided **in all classrooms** and in the campus.

The class room structure also ensures good ventilation and natural lighting. Though the institution is situated in the heart of the town, the campus is blessed with serene atmosphere which is conducive for learning.

All recent purchases of **electronic devices** were made keeping in mind the considerations like **environment friendliness, energy efficiency and mitigation of pollution.**

Measures are taken for timely maintenance of natural water resources. Vegetable and floral gardens are also maintained in the campus. The provision of

well covered septic tanks and hygienic lavatories ensure that the sanitation facility provided in the institution does not hamper the environment.

4.3   LIBRARY AS A LEARNING RESOURCE

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

Yes, the institution has a fully qualified librarian with a Masters Degree and M.Phil. in Library Science and with 23 years of experience. He is a resource person for various seminars on library science. He has been taking classes for librarians of training colleges and schools on library automation and library organization. In addition to him, there are two library assistants who are also proficient in operating the automated services of the library.

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

The following are the library resources at our institution.

Books	**13813**
Subscribed Journals:	
National	**9**
Peer Reviewed Journal	**1**
News Papers	**3**
Magazine/Periodicals	**42**
e-journals	**240 Journal Titles & N list, Inflibnet**
e-books	**N list of Inflibnet**
Internet Access	**1**
Library Software	**LIBSOFT Solutions used of automation**

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

Yes, the institution has a library committee to review the various library resources and to make acquisition decisions. As per the provisions made by the GO (MS) No. 169/94/H. Edn. Dated 22/11/1994, the institution is directed to form Library Advisory Committee for every academic year. The library Advisory Committee for the year 2011-12 comprises the following members.

1. Dr. K.S. George (Principal and Chairman)
2. Dr. T.K. Mathew
3. Dr. Koshy P. Chacko
4. Dr. Sunila Thomas
5. Smt. Betsy Joseph E.
6. Mr. Pramod Thomas George
7. Mr. Jasheermon M. (Student representative)
8. Mr. Thomas P.K. Malathettu (Librarian and Secretary)

The following decisions were taken by the committee during the academic year.

- to purchase more books

- to subscribe / renew journals

- to provide reading and learning facility for blind students.

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

Yes, the library is computerized and the software for automation is: LIBSOFT Solutions. OPAC (Online Public Access Catalogue) facility is available and the WEBOPAC site is www.tstc.libsoft.org. Online facilities available are N list of Inflibnet and online e-journals. It was automated with the financial assistance of the PTA during the year 2010-2011.

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

Yes, the institution library has three computers, internet and reprographic facilities. The staff and students can avail these facilities as and when required.

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

The institutional library makes use of Inflibnet facility. The library has more than 240 e-journals. Titles are available in the N-list. The library uses the software LIBSOFT SOLUTIONS which is used in automation and the WEBOPAC is www.tstc.libsoft.org.

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

The library functions from 9.30 a.m. to 4.30 p.m. on all working days except public holidays. The library also provides extra 30 minutes before opening time and after closing time.

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

The staff and students become aware of the new arrivals through exhibition on bulletin boards and WEBOPAC.

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

Yes, the institution has a book bank facility for economically backward students. Based on the requirement of students, books are procured from various

sources and issued to the students. They return the books towards the end of the programme.

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

Visually handicapped students are free to use the software 'JAWS' and books in Braille provided in the library. Physically challenged students are assisted for taking books.

4.4 ICT AS LEARNING RESOURCE

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

In addition to the audio visual aids like charts, models, chalk boards, bulletin boards, etc. the institution has the following facilities.

Computer cum ICT Lab	**Internet**	**OHP**
LCD Projectors	**Television**	**Laptops**
Public Address System	**Scanner**	**Fax Machine**
Intellective PA System	**Photocopier**	**DVD Player**
Portable CD Player	**Visualizer**	**Digital Camera**
e-Learning Materials	**Handicam**	**Laser Printers**

To ensure the optimum use of these facilities by the students, they are encouraged to use ICT while preparing for assignments, projects, power point based

seminars, criticism classes, micro teaching classes, etc. Provision is made in the time table to ensure optimum use of the Computer cum ICT Lab.

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

Yes, ICT is given due importance in our B.Ed. curriculum. Forty five contact hours is set apart in the curriculum for Information and Communication Technology (Refer syllabus EDU 703 Part B). In addition to basic computer skills, internet browsing and e-mailing, opportunities are provided for building proficiency in MS Office (Word, Excel, and PowerPoint) & SPSS. Self help books are provided in the library to enhance their computer knowledge. Add on course for On-line teaching is offered in the institution for the students to enhance their ICT skills.

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

The staff of the college makes use of ICT/new generation technologies during:

- Planning   - Procuring latest and relevant information and its preparation
- Transaction - Power point presentation, Smart Board operation, using educational CD's prepared by teachers
- Evaluation - Formative and summative assessments like assignments/ projects/seminars, setting question papers, video analysis, preparing rubrics and the like.

ICT is used for research aspects like review of related literature and data analysis using the statistical package SPSS and for preparation of research report.

4.4.4 **What are the major areas and initiatives for which student teachers use/adopt technology in practice teaching? (Developing lesson plans, class room transaction, evaluation, preparation of teaching aids)**

During their teaching practice sessions, the student teachers are encouraged to incorporate ICT in the three phases viz., planning, transaction & evaluation.

Planning	-	Selection of suitable learning experiences, learning materials, planning of assignments, seeking latest developments in the concerned subject area.
Transaction	-	ICT based classes, power point presentation, visual preparations, video clippings, educational CD's prepared by the authorized agencies like SIET (State Institute of Educational Training), etc.
Evaluation	-	Question paper settings, etc.

4.5 **OTHER FACILITIES**

4.5.1 **How is the instructional infrastructure optimally used? Does the institution share its facilities with others, for eg. Serve as information technology resource in education to the institution (beyond the programme) to other institutions and to the community?**

The instructional infrastructure comprising the faculty, library & techno-pedagogic equipments and resources are ever accessible to other institutions as well as the community. **Our faculty serves as resource persons in other institutions and community on various occasions**.

The library is open to any scholar who approaches for reference. The Techno-pedagogic equipments like LCD, OHP, visualizer, etc. are given to other

institutions on request. Our technological facilities are made available to the Mahatma Gandhi University for the conduct of B. Ed. Centralized Valuation Camp held in the college.

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

(Please refer the various audio-visual facilities and the extent of their use by our students, detailed in 4.4.1, 4.4.3 and 4.4.4).

4.5.3 What are the various general & methods laboratories available with the institution? How does the institution enhance the facilities and ensure maintenance of the equipments and other facilities?

The institution has a Psychology Lab, Computer cum ICT Lab, Work Experience Lab, Method labs like Science Labs (Social Science, Physical Science and Natural Science), Mathematics lab & Commerce lab. The institution keeps on procuring latest relevant materials to the various labs. An external agency is entrusted with the maintenance of the Computer cum ICT Lab.

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

- ❖ Multi purpose hall (2 Nos.) - Auditorium, Seminar Hall.
- ❖ The auditorium has a seating capacity of 250 persons and the seminar hall has a capacity of 80 persons. These halls are utilized for various activities.
- ❖ The college has facility for sports and games (Detailed in 4.1.3).
- ❖ The College uses the transport facility of the Model School as and when needed.

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

Yes, most of our **classrooms are equipped for the use of latest technologies** for teaching. We have six LCD projectors and three Smart Boards. We are in the process of modernizing all our classrooms. We **have submitted proposal, seeking financial assistance from the UGC for infrastructural development**.

4.6 **BEST PRACTICE IN INFRASTRUCTURE AND LEARNING RESOURCES**

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

Technology is used to bring in diversity of instruction both in theory and practical in the planning, transaction and evaluation stages.

The Institution has:

❖ well equipped labs for hands on experience in methods, psychology, ICT, etc.

❖ Internet facility which is available to all students and faculty.

❖ video analysis and feed back for micro teaching sessions which provide scope for objective evaluation as well as enhancement of confidence.

❖ an uninterrupted power supply for effective use of ICT.

❖ the habit of going beyond the prescribed curriculum of the university and providing training in online teaching which is an innovation in teaching.

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

❖ Provision for N-list of Inflibnet facility in library

❖ Use of CD's and cassettes prepared by SIET

❖ Use of smart boards

❖ User friendly library operations with the help of software like OPAC & LIBSOFT

❖ Free internet access for faculty and students

❖ Use of 'JAWS' for the visually impaired students

4.6.3 What innovations/best practices in "Infrastructure and Learning Resources" are in vogue or adopted/adapted by the institution?

❖ The college maintains an eco-friendly atmosphere

❖ Ambience of the institution is the blend of tradtionality and modernity

❖ Class rooms are well ventilated with proper lighting facilities

❖ Laboratories are well equipped for proper teaching-learning process

❖ Reprographic facility is available at subsidized rate

❖ Vehicle parking areas are available

❖ Hostel facilities for both men and women are available in the campus itself

Additional Information to be provided by the institution opting for Re-Accreditation/ Re-assessment.

1. What were the evaluative observations made under infrastructure and learning resources in the previous assessment report and how have they been acted upon?

Recommendation made by the NAAC peer team during their visit is:

'Participative transactions in teaching and learning are attempted by the faculty. However continuous efforts towards innovations in this area are essential. This vital perspective should be continuous and sustained'.

Actions taken:

The management and the faculty have taken steps to initiate continuous efforts towards innovations by:

- introducing N list of Inflibnet facility in the automated library

- procuring more books on latest developments

- ensuring participatory learning through seminars, projects, assignments and action research

2.   What are the other quality sustenance and enhancement measures undertaken by the institution since the previous Assessment and Accreditation with regard to infrastructure and leaning resources?

For sustenance and enhancements in the global scenario, the following measures were taken:

❖ Techno pedagogic approach to education is ensured through the procurement and use of the modern technological gadgets like Smart Board and digital presenter.

❖ For effective learning, computer cum ICT lab has been restyled with more number of computers.

CRITERION - V
STUDENT SUPPORT & PROGRESSION

5.1   STUDENT PROGRESSION

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

Assessment of student preparedness is done through the following means.

1. **Interview** at the time of admission to the course

2. **Self introduction** at the beginning of the course

3. Performance/participation in the activities of a two day residential orientation programme

4. **Interaction with the teachers** of the institution

5. Performance in **the talent search programme** conducted every Friday in the beginning of the programme

6. **Cumulative record** cards filled by the students

7. **Mentoring sessions**

Provision of Appropriate Academic and Professional Advice:

1.   At the time of the interview for enrollment, each student is made aware of the demands of the profession and expectations of the institution.

2. Calendar and copy of the syllabus provided to students enable them to be aware of the institutional practices, objectives and outline of each course.

3. A two-day residential orientation programme is conducted to induct our students into the profession in general and into our institution in particular.

4. **Talks by eminent educationists** enlighten the students on the importance of the teaching profession and the skills required.

5. Interface meetings with heads of practice teaching institutions to equip student teachers with required awareness so as to be prepared for the practice teaching sessions.

6. Mentoring and counselling sessions which ensure that students get proper academic and professional advice.

7. Feedback collected through personal talks acts as an eye-opener for improvement.

8. At the completion of the course, a symbolic lamp lighting and oath taking ceremony is conducted. Through this symbolic ceremony, students are made to realize that they are already equipped with the required academic and professional competencies.

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

The serene environment of the institution is scintillating to the body, mind and soul of the teacher educands. The **blend of traditionality and modernity** of the campus stresses the importance of the past and upholds the duty we have for the present and the future.

The institution arranges a variety of programmes to motivate, satisfy and promote development and performance of the students (detailed in criteria 2.2.5, 2.3.2 and 4.2.3).

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

Year	B. Ed. Programme				M. Ed. Programme			
	Male	Female	%	Total Strength	Male	Female	%	Total Strength
2011-12	-	1	0.7	142	-	-	0	35
2010-11	-	6	4.1	146	-	1	3.3	30
2009-10	-	-	0	140	-	1	4	25
2008-09	-	4	2.7	146	-	-	-	25
2007-08	2	2	2.7	146	-	-	-	25

Very few drop outs have been noticed in the last five years. Going for higher education abroad, getting employment and personal inconveniences like marriages, high risk pregnancies, etc. are the reasons for discontinuation. Academic constraints have never been the reason for the drop out. **Counselling and remedial coaching** are being **provided to the needy** students. This enables the educationally backward students to move along with others. **Financial help is arranged** for the needy students who otherwise might be forced to discontinue the course.

5.1.4 **What additional services are provided to students for enabling them to compete for the jobs and progress to higher education? How many students appeared/qualified in SLET, NET, Central/State services through competitive examination in the last two years?**

Career counselling classes and coaching for entry into services like NET, SET examinations are arranged by the institution.

EXAM	2011-12	2010-11
NET	8	12
SET	17	14
TET	5	-
STATE/CENTRAL SERVICE	28	30

5.1.5 **What percentage of students on an average go for further studies/choose teaching as a career? Give details for the last three years.**

Item	2011-12	2010-11	2009-10
Higher Studies	35%	25%	20%
Teaching	45%	60%	60%

5.1.6 **Does the institution provide training and access to library and other education related to electronic information, audio/video resources, computer hardware and software related and other resources available to the student teachers after graduating from the institution? If yes, give details on the same.**

Yes, the institution provides training to access online facility of the library (WEBOPAC - tstc.libsoft.org). It permits our students and the students from other institutions to access the library and computer facilities even after graduating from the college.

5.1.7 Does the institution provide placement services? if yes, give details on the services provided for the last two years and the number of students who have benefitted.

Yes, the placement service provided for the students of this institution are:

(a) Placement services

❖ Held every year towards the end of the academic year.

❖ Opportunities are displayed on the career news board.

❖ Students are encouraged to participate in interviews arranged in the campus.

As need arises, schools contact our institution and students are motivated to attend the interviews held there. The names of some of the institutions that conduct campus placement programmes in our institution are given in Criterion 3.5.3

(b) Guidance service for higher studies and coaching for entry into service

This caters to the needs of the students who aspire to pursue higher studies. Coaching for NET, SET, and competitive examinations of Public Service Commission, Bank, etc. is arranged by the institution.

(c) Career talks

Special lectures by eminent personalities in the field of education are conducted to orient the students about the standards and expectations of stakeholders (detailed in 3.5.2).

5.1.8 What are the difficulties (if any) faced by the placement cell? How does the institution overcome these difficulties?

Some of the schools that approach us are from outside the state: eg. St. Teresa's School, Sikander Kampoo, Gwalior; St. Thomas Public School, Korba; St. Thomas Public School, Indore, M.P. The families of lady students are reluctant to send their wards to such far away schools and so mostly male candidates prefer to

go outside. The college overcomes this difficulty by arranging safe residence and local guardianship by members of the churches and management over there. Most of the schools within and outside Kerala prefer teachers who are fluent in English. Some of our students faced the problem of communicating in English. This problem has been rectified by arranging classes on Communicative English.

5.1.9 Does the institution have arrangements with practice teaching schools for placement of the student teachers?

Yes, the practice teaching schools prefer our students for the various posts that arise there. They contact us and we send students as per their requirements.

5.1.10 What are the resources (financial, human and ICT) provided by the institution to the placement cell?

The institution provides all the necessary resources and support to the placement cell. One of the faculty members is entrusted with the charge of placements. Eminent resource persons are invited to deliver lectures regarding necessary skills required for written, oral or performance tests. The cell makes use of the ICT facilities of the institution. Arrangements are also made to bring to the notice of our students the various opportunities that are announced. Career magazines are also subscribed for the purpose. A career corner is set up in the library and a bulletin board for career news is displayed at the main entrance.

5.2 STUDENT SUPPORT

5.2.1 How are the curricular (teaching-learning processes), co-curricular and extra-curricular programmes planned, (developing academic calendar, communication across the institution, feedback) evaluated and revised to achieve the objectives and effective implementation of the curriculum?

At the beginning of each academic year, **a year plan is** charted out, keeping in mind:

✦ the requirements of the curriculum stipulated by the university

✦ the vision and mission of the institution

✦ the needs and challenges of the society

✦ developmental needs of teacher educands

The year plan is published in the college calendar. Academic calendar is prepared by the IQAC, based on the year plan. Timely notices are given in the classrooms.

After each programme/activity, an evaluation session is held by the IQAC, Staff Council and Students' Union. Based on this, the evaluation proforma/feedback form is circulated and they are asked to drop their suggestions in the suggestion box. In the light of their suggestions, relevant modifications are brought about in the future programmes.

5.2.2 How is the curricular planning done differently for physically challenged students?

Curricular planning is done, keeping in mind the requirements of physically challenged students. Classrooms are rearranged to suit their convenience. Exemption from uniform dress code, permission to use scribes, extra time for examinations and submission of assignments are some of the conveniences provided. **Peer students are designated for helping** the blind to move across the campus and in the classrooms. Braille books and CD's are being procured for them in addition to the software JAWS (Refer 1.2.4.iii). These students are also helped for the preparation of practicals.

5.2.3 Does the institution have mentoring arrangements? If yes, how is it organized?

The institution has a systematic mentoring arrangement. Approximately 15 students are placed under the charge of each mentor. Separate periods for mentoring sessions are allotted in the time table. Personal, educational and

vocational problems are addressed. Individual and group counselling are provided. The mentors are approachable at any time and students can address issues over the phone.

5.2.4 What are the various provisions in the institution, which support and enhance the effectiveness of the faculty in teaching and mentoring of students?

At the beginning of each academic year the institution arranges empowerment sessions for its faculty. Opportunities are provided for the faculty to attend orientation and refresher courses conducted by Academic Staff Colleges and other recognized bodies. They are encouraged to participate in seminars, workshops, conferences etc. arranged by various colleges and agencies. Membership in various professional academic organizations like AKTCTA and CTE is also encouraged.

The institution **promotes** the involvement of its faculty **in research and extension activities**. The teachers are given freedom to experiment with new techniques of teaching. FIP leave is also sanctioned as per rules. The Higher Education Commission of the Mar Thoma Church **arrange**s **visits for Principals** and faculty members **to gain exposure to novelty in education**.

5.2.5 Does the institution have its website? If yes, what is the information posted on the site and how often is it updated?

Yes, the college has a website with the address www.tituscollege.org. The information about the college is provided in it. It comprises the history of the college, its mission and vision, the details of courses and faculty members and the activities of the college. It also highlights the various students support services, the toppers of the college, details of the governing council, and a photo gallery.

The website is updated frequently. News and announcements are changed as and when required.

5.2.6 Does the institution have a remedial programme for academically low achievers? If yes, give details.

Yes, a remedial coaching programme is arranged for the academically low achievers. Coaching classes are arranged before and after regular class hours and on holidays. The classes are handled by both the regular faculty and guest faculty. Peer tutoring is also made use of in application of computer knowledge and other content areas.

5.2.7 What specific teaching strategies are adopted for teaching?

a) Advanced Learners   b) Slow Learners

a)   **Strategies for Advanced Learners**

The teaching strategy incorporates a wide range of enriching activities to cater to the needs of advanced learners. Project method, problem solving method and seminars are incorporated**. Peer tutoring is arranged** to use the capabilities of advanced learners to help the slow learners**. ICT is also used**. **Advanced learners** are given opportunities to **present papers and attend camps** and seminars in and outside the college. They are encouraged by giving charge of bulletin boards and club activities.

b)   **Strategies for Slow Learners**

Periodic tests help to identify slow learners and remediation is provided before and after regular class hours. Peer tutoring is used. ICT is used to concertize abstract concepts and to provide prolonged memory. Students are helped to prepare for examinations by answering previous years' question papers. The teachers give them more care and they are encouraged to approach the faculty at any time.`

5.2.8 **What are the various guidance and counselling services available to the students? Give details.**

Guidance and counselling services are offered by teachers of the institution as well as external professional counsellors. This mainly **caters to the vocational, educational and personal problems of our students**. The specific services are:

❖ A **professional counsellor visits** the institution periodically. As per the request placed by the students to the teachers in charge, time slots are allocated.

❖ Mentors cater to the problems of the students placed in their charge. Major problems are referred to the professional counsellor.

❖ Grievance Redressal Cell addresses the problems of students.

❖ Classes are conducted by experts for legal awareness, health awareness, marriage laws, cyber laws, misuse of mobile phones, etc. Pre-marital and family counselling are also arranged.

❖ Placement and career orientation programmes are arranged. A career corner is set up in the library and relevant literature is displayed.

❖ Referral service to the counselling centre functioning in the head quarters of the Mar Thoma Church, adjacent to the college is also being given,

5.2.9 **What is the grievance redressal mechanism adopted by the institution for students? What are the major grievances redressed in last two years?**

The grievance redressal mechanism of the institution is functioning effectively. A grievance redressal committee is constituted for the purpose. It addresses two types of grievances viz., academic and non-academic.

a)   Academic Grievance Redressal

Students can seek clarifications regarding internal assessment, attendance and other related aspects.

b)   Non-academic Grievance Redressal

Students have different platforms like college union, hostel committee, mentoring sessions, etc. to raise their grievances. Moreover, a grievance redressal box is placed in the common room.   Students can put their complaints and grievances in it. The box is checked periodically and grievances are addressed by the Grievance Redressal Committee.

Major Grievances addressed in the last two years

- ❖ Provision for uninterrupted power supply in the college.
- ❖ Increase in the number of computers in the lab.
- ❖ More facilities in the gents waiting room (more number of lavatories)
- ❖ More number of wash rooms for ladies.
- ❖ Maintenance of the Men's Hostel well.
- ❖ Provision of Aluminium roofing over the passage between the two blocks of the ladies hostel.
- ❖ Provision of food in Men's hostel.

5.2.10 How is the progress of the candidates at different stages of programmes monitored and advised?

The system of continuous and comprehensive evaluation followed by the institution ensures monitoring of the progress of candidates at different stages of the programme.

Theory Papers

Class tests are conducted and feedback is given. Model exams are held to prepare students for university exams. Award days are arranged for felicitating the top scorers. Remedial classes are arranged for weak students.

Teaching Practice

❖ Video-analyzed Micro teaching sessions are arranged.

❖ Demonstration classes, discussion lessons and criticism classes are arranged. Evaluation by both the teachers and the peers are conducted during these sessions.

Suggestions are provided to the student teachers by the teachers of the college and those of the co-operating school during supervised teaching practice.

Co-curricular Activities

Opportunities are given for participation in literary, arts, sports, games, social service and religious activities. Competitions are evaluated by external and internal judges.

Teachers encourage and **ensure participation of all students in various activities**. Incentives of cash prizes and trophies are provided to those who excel in activities.

5.2.11 How does the institution ensure the students' competency to begin practice teaching (pre practice preparation details) and what is the follow up support in the field provided to the students during practice teaching in schools?

a)   Pre-practice preparation

This is done through discussion, demonstration, micro teaching and criticism lessons.

❖ **Discussion Lessons:** Preparing teaching manuals in groups enable students to acquire the skill of lesson planning.

❖ **Demonstration lessons:** The students are given opportunity to observe the classes taken by experts.

❖ **Micro teaching lessons:** Students practice the various teaching skills in small groups, following the micro teaching cycle. Video analysis is also done.

❖ **Criticism classes:** Students are provided with feedback regarding their teaching both by their supervising teachers and peers.

❖ **Orientation by heads of practice teaching schools:** Headmasters are invited to orient student teachers about the code of conduct, activities and environment of the school.

b) **Practice Teaching**

The supervising teacher and the concerned school teachers provide feedback and support during this session. The students come to college once in a week, during teaching practice, for corrections and suggestions by the concerned teachers (detailed in 2.3.6 and 2.3.8).

5.3 STUDENT ACTIVITIES

5.3.1 Does the institution have an Alumni Association? If yes,

i) List the current office bearers

ii) Give the year of the last election

iii) List Alumni Association activities of last two years

iv) Give details of the top ten alumni occupying prominent positions

v) Give details on the contribution of alumni to the growth and

development of the institution

Yes, the institution has a vibrant Alumni Association.

i). The current office bearers are:

President	Varghese P. Cherian
Vice President	Dr. K. S. George
Secretary	Dr. Sunila Thomas
Committee Members	
1. *Sri. V. M. Mathai*	2. *Prof. Mohan Joseph*
3. *Sri. Tense T. Baby*	4. *Sri. Thomas John*
5. *Sri. Shaji George*	6. *Fr. C. K. Mathew*
7. *Sri. P. O. Thomas*	8. *Sri. Aleyamma Daniel*
9. *Smt. Alamma Thomas*	10. *Sri. Jithin Mathew*
11. *Sri. V. N. Varghese*	12. *Sri. N. M. Mathew*

ii) The elections were last conducted during the annual get together in 2011-12.

iii) The Activities of the Alumni Association are:

❖ Annual get together

❖ Inter B.Ed. choreography competition

❖ Prakash Memorial Inter School Elocution competition

❖ Felicitation of the top scorer among the alumni wards in the B.Ed. programme

❖ Supporting the infrastructure development

❖ Extends help to the various activities, in the form of judges and resource persons

❖ Instituted a Best Teacher Award for teachers working in Schools/TTI

❖ Created a new website exclusively for Alumni. www.titusalumni.org.

iv) **Top Ten Alumni Members**

Sl. No.	Name	Designation
1.	Dr. Zacharias Mar Theophilus Suffragon Metropolitan	Senior Bishop of the Malankara Marthoma Church & Chairman, Higher Education Council
2.	Sri. Unnikrishnan K. V.	Joint Secretary, Kerala Public Service Commission
3.	Sri. K. E. Varghese	Manager, MT & EA Schools (Former DEO, Pathanamthitta)
4.	Smt. Valsa P. Abraham	Director, St. Mary's Public School & B. Ed. College, Tiruvalla
5.	Sri. Kocheeppan Mappilai	President, District Sports Council, Pathanamthitta
6.	Sri. Chris Thomas	Sr. Co-ordinating Editor, Malayala Manoramma
7.	Smt. Sosamma Varghese	Principal, MG University College of Tr. Edn. Elanthoor
8.	Smt. Suja K. K.	Principal, MG University College of Tr. Edn. Vaikom
9.	Sri. Shaji George	Principal, St. Thomas TTI, Tiruvalla
10.	Smt. Lalamma Thomas	Principal, Mar Thoma School, Keezhilam

5.3.2 How does the institution encourage students to participate in extra curricular activities including sports and games? Give details on the achievements of students during the last two years.

In the beginning of the academic year itself, students are provided with various platforms for performance such as cultural evening of the Orientation Programme, and the weekly period set apart for displaying their talents. The students are then divided into 4 houses. Intramural competitions and other activities

are then arranged by the arts, literary and debating, sports and recreation, magazine and women's associations. These associations have committees which comprise a staff in charge, union ex-officio members, a secretary and representatives from each house.

Students are also motivated and trained to participate in intercollegiate competitions. Expenses incurred on account of such programmes are met by the institution. While selecting the **Best Outgoing Student**, weightage is given to the achievements in various competitions.

Achievements of Students in Extra Curricular Activities

a. SPORTS AND GAMES

Inter Training College Athletic Championship organized by St. Joseph's College of Teacher Education, Mannanam, Kottayam	
March Past	Ist for the past three years
Men's Champion 2011	Abin Alexander
Women's Champion 2010	Joma Philip
Principals' Trophy Shuttle Badminton Tournament organized by Titus II Teachers College, Tiruvalla	
Shuttle Badminton	2nd Place in Women's Singles 2011 & 2012: Shibin Maria, Manju P. V.

b. ARTS, LITERARY & DEBATING COMPETITIONS

M.G. University Youth Festival - Sargodayam 2012	
Procession	2nd Place
Essay Writing (English	1st Place: Gem Cherian
Elocution (English)	2nd Place: Shanti Mary Philipose
Film Review	A Grade: Praveenkumar T. P.
St. Thomas College of Teacher Education, Pala	
Miss Personality - 2010	2nd Runner up: Meera Nath
Quiz Competition - 2010	1st Place: Muthumon T. R. & Renju Sam John

St. Johns the Baptist College of Teacher Education, Nedumkunnam	
Magazine - 2010	3rd Place
Magazine - 2011	2nd Place
Patriotic Dance - 2010	2nd Place
Elocution 2012	Fr. Binu K.V. (1st) & Jobin S. Abraham (3rd)
Titus II Teachers College Tiruvalla Intercollegiate Competitions	
Choreography - 2010	1st Place
Debate - 2011	1st Place: Syamkumasr S. & Pavitra P.
Light Music - 2011	1st Place: Renjumol T.
Debate - 2012	1st Place: Abin Alexander & Sajan V. Thomas

5.3.3 How does the institution involve and encourage students to publish materials like catalogues, wall magazines, college magazine and other materials? List the major publications/materials brought out by the students during the previous academic session.

A manuscript magazine is brought out just after the orientation programme. NAVACHAITHANYA is one such manuscript Magazine. The students are encouraged to publish their articles in the college annual   A magazine committee with the Principal as chief editor, Staff member as staff editor and Student representatives as student editor & committee members, works for this purpose.

Each optional class is provided with a bulletin board. Students exhibit their creations and relevant news there. Classes also bring out manuscript magazines each year. Spectrum, Chaos, Focus, Ganithika, Mayurasikha, Ananthatha are examples.

5.3.4 Does the institution have a student council or any similar body? Give details on - constitution, major activities and funding.

Yes, the institution has a student council.

CONSTITUTION

The student council is headed by a chairman. The other members of the council are the vice chairperson, general secretary and councillor to the University Union along with the secretaries of the arts club, literary and debating society, moral and religious association, social service league, sports and recreation club, magazine club and women's cell. These members are elected democratically and function under the guidance of a staff advisor. In addition to these, we have a nature club, health club and a documentation club.

THE MAJOR ACTIVITIES CONDUCTED

- ❖ Conduct of competitions and talent hunts
- ❖ Conduct of talks and seminars on topics of relevance
- ❖ Bringing out the college magazine
- ❖ Celebration of National Festivals and important days
- ❖ Take part in extension activities
- ❖ Organize women empowerment programmes
- ❖ Conduct of ethics classes and prayer meetings
- ❖ Conduct of College excursions

FUNDING

Students voluntarily contribute an amount to the college union at the time of their admission.

Expenses incurred towards the above activities are met by the voluntary contributions of students and, funds from PTA and other stakeholders.

5.3.5 Give details of the various bodies and their activities (academic and administrative) which have student representation on it.

- ❖ Student Council and various related committees (ref. 5.3.4)
- ❖ Alumni Association (ref. 5.3.1)
- ❖ Library Committee (ref. 4.3.3)
- ❖ Hostel Committee (ref. 4.1.6)
- ❖ Career and Placement Committee (ref. 5.1.7)

5.3.6 Does the institution have a mechanism to seek and use data and feedback from its graduates and from employers to improve the preparation of the programme and the growth and development of the institution?

Yes, every year we collect **feedback from our alumni members** at the time of the annual alumni get-together. Occasionally interface meetings are held with the employers to know about their expectations. Moreover, the **feedback collected from** the **teaching practice institutions** regarding the performance of the teacher educands help in enhancing their performance (detailed in 1.1.2).

5.4 BEST PRACTICES IN STUDENT SUPPORT AND PROGRESSION

5.4.1 Give details of institutional best practices in Student Support and Progression.

The institution's Best Practices in student support and progression are reflected as under:

I Student Council

The student council plays a major role in the planning and execution of the various activities of the institution with teachers as facilitators. This enables our students to develop leadership qualities and to respect authority.

II Extension Activity

To inculcate social commitment and service mindedness among students, we engage in extension activities. The recipients are benefited from its outcomes.

III Financial Aid

Our students and faculty have arranged various projects for supporting the financially needy individuals.

"Shoulders" - A project for shouldering the burden of classmates

"Kanivu" - A project of the student's council to help the financially backward students/individuals

"OASIS" - A project of the faculty to help financially needy individuals

Financial aid from various sources is arranged, other than government scholarships.

IV Guidance and Counselling Service

The services of a professional counsellor is made available each year. Counselling classes are arranged on various themes like cyber laws, marriage and family counseling, legal literacy, etc. Counselling sessions, both individual and group are arranged.

V Mentoring Services

Mentoring sessions help us in curtailing dropouts and motivating students for holistic campus life.

VI Club Activities & Optional Associations

In order to enrich the teacher educands in all possible ways, multifarious activities are arranged by the various clubs, namely Arts Club, Literary and Debating Society, Moral and Religious Association, Social Service League, Magazine Club, Documentation Club, Women's Cell, Nature Club, Health Club, Sports and Recreation Club, etc.

VII Remedial coaching/coaching for entry into services and Communicative English.

The college assists students in their course, for appearing in competitive examinations and for developing communicative skills.

VIII   Placement Cell

Placement assistance and career counselling are provided.

IX   SUPW (Socially Useful Productive Work)

Though the syllabus for B.Ed. Degree insists on only one product and one service in SUPW, the students are exposed to several products, some of which equip them with skills that enable them to earn their livelihood.

X   Endowments and Scholarships

Meritorious and deserving students are given endowments and scholarships so as to inspire them to perform their best.

XI   Alumni and PTA

The expertise of Alumni and PTA are utilized for enhancing knowledge among students.

XII   Add on course

In order to supplement the courses offered for the degree of education, add on courses are provided to students to equip them to face the global challenges confidently.

Additional Information to be provided by Institutions opting for

Re-Accreditation/ Re-Assessment

1. **What were the main evaluative observations made under Student Support and Progression in the previous assessment report and how have they been acted upon?**

   The NAAC Peer Team positively remarked on the activities of Student Support and Progression. The good practices under Student Support and Progression are being followed till date.

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

   The quality sustenance and enhancement measures undertaken after the previous assessment are:

   a. Constructed Ladies Hostel within the campus with the assistance of UGC so as to enable SC/ST students to avail Government Scholarship as hostel fees and thereby promoting their education and minimizing drop out rate.

   b Automated the Library with WEB OPAC to enable students to browse and know about the availability of different books.

   c. **Book banking system** has been introduced to cater to the needs of poor students.

   d. Software and other learning materials are made available for the blind.

   e. Coaching for NET, SET, TET and entry into services is also being provided.

CRITERION - VI

GOVERNANCE AND LEADERSHIP

6.1 INSTITUTIONAL VISION AND LEADERSHIP

6.1.1 What is the institution's stated purpose, vision, mission and values? How are they made known to the various stakeholders?

The institution functions with a definite purpose, vision, mission and values which are in tune with the objectives of higher education.

PURPOSE

The purposes of the institution are to equip the learners to:

1. continually strive for excellence in every field

2. develop a wholesome personality

3. become emotionally mature

4. inculcate civic responsibilities

5. develop leadership qualities

6. inculcate values like truthfulness, punctuality, promptness and worthiness

7. be clear and firm on principles and courageous in action

8. be unselfish in the service of their fellowmen and to strive for the welfare of the poor and socially oppressed

9. become agents of social change in their own situation

10. value and judicially use their freedom coupled with a full sense of responsibility for action, and

11. acquire skills and knowledge essential for a forward looking teacher.

VISION

The vision of the college '**lighted to lighten'** is represented in its emblem which focuses mainly on getting oneself lighted to lighten others. The teacher educands can bring out their talents and differential abilities through the various activities organized in the college. It is this light that enables them to facilitate the young generation to bloom out effectively.

MISSION

The mission of the college is:

- ❖ Imparting education to develop wholesome personality among students with moral, civic and human rights consciousness
- ❖ Involvement and interaction with community as agents of transformation
- ❖ Promoting exploration in the realm of teacher education in the light of Christian understanding of the world and society

VALUE

The values of the college encompass values like diligence, integrity, social responsibility and courage, in addition to the traditional and universal values. These values are highlighted in the purpose, vision and mission of the college.

The purpose, vision, mission and values are made known to the stakeholders through various accessories like college calendar, website and display boards in the college campus. The programmes organized in the college act as a catalyst in communicating a lot to the stakeholders about the institutional vision and mission.

6.1.2 Does the mission include institution's goals and objectives in terms of addressing the needs of the society, the students it seeks to serve, the school sector, educational institution's traditions and value orientations?

Yes, the goals of the institution are to make the students good citizens who fit into the society. For achieving this, the institution formulated its objective to light the

intellectual and moral aspects of each learner. For enlightening the intellectual and cognitive domain, talks and seminars by eminent persons are conducted. The institution's tradition is to make the teacher trainees well equipped with the latest technological advancements and to reshape their career in accordance with the social norms. For nurturing the spiritual or moral domain, the institution has a participatory role in many activities within and outside the campus.

By stretching its hands to needy schools, the institution reaffirms its tradition in **humanitarian services**. Ethics classes occupy a prominent place in the college timetable and epitomes the importance of value orientation. Regular morning prayers and weekly prayer meetings and moral and spiritual programmes help in moulding the character of the individuals. In addition to many value education classes and activities like palliative care, visit to destitute homes etc., the teacher educands learn social values of co-operation and friendship from the faculty itself.

The major goal of the institution is to develop interpersonal relationship among teacher trainees through various intramural programmes. In the developmental process of the institution, the staff members also become a part of it by joining hands together in funding as well as other aspects.

6.1.3 Enumerate the top management's commitment, leadership role and involvement for effective and efficient transaction of teaching and learning process (functioning and composition of various committees and board of management, BOG, etc.)

The college **Governing Council**, the top management body of the institution, chaired by the manager Rt. Rev. Joseph Mar Barnabas Episcopa, monitors the activities of the college. Matters of academic importance are discussed in detail and decisions are made for the efficient running of the college in the periodic meetings held. Various committees have been constituted for **decentralized functioning** for ensuring quality sustenance and enhancement in teaching-learning and other aspects concerned.

The finance committee mobilizes the resources and devices appropriate mechanism for the best utilization of funds for the promotion of academic excellence and infrastructural development. The Governing Council along with the faculty constitutes several other committees like IQAC, Building Committee, Purchase Committee, Placement Committee, Performance Evaluation Committee, Hostel Committee, Staff Selection Committee, Anti-ragging Committee, Discipline Committee, Grievance Redressal Committee and the like for the best academic output and efficient functioning of administration.

6.1.4 How does the management and head of the institution ensure that responsibilities are defined and communicated to the staff of the institution?

The management and head of the institution define the responsibilities to be assigned to the faculty, non-teaching staff and to the student community in compliance with the norms of the institution. The process of defining and communicating the responsibilities are done through various forums such as meetings of college governing council, IQAC, staff council and forum of supporting staff. Staff meetings, both separate and combined, are arranged frequently. Quarterly **meetings of governing council** of the college are arranged to gather feedback and suggestions with regard to the functioning of the institution. The decisions taken in the governing council are either communicated by the staff representative or the Principal.

6.1.5 How does the management/head of the institution ensure that valid information (from feedback and personal contacts, etc.) is available for the management to review the activities of the institution?

Frequent staff meetings, union meetings and follow-up meetings in connection with PIME are conducted to know the effectiveness of each programme. Feedbacks from teacher trainees are collected twice a year. Governing board

meetings are conducted frequently to review the efficient functioning of the college. The Manager of the college arranges interactive sessions with the staff occasionally. Information sought through IQAC is an authentic source of feedback to the management. Besides, the manager and principal have personal contacts with the staff members. All the activities of the college are discussed in the governing board meetings and necessary review and feedback are given accordingly. Management representatives are included in academic, administrative and implementation bodies of the college. Feedbacks from various stakeholders are also entertained. A grievance redressal box is placed in a common place accessible to the students (detailed in 5.2.9). Moreover, the institution gets proper guidelines from the Higher Education Commission of the Mar Thoma Church, for its smooth functioning.

6.1.6 How does the institution identify and address the barriers (if any) in achieving the vision/mission and goals?

The IQAC identifies the potentials and barriers in the developmental process of the institution. The barriers that have been identified in recent years are:

- ❖ Lack of digitalized library
- ❖ Lack of latest techno pedagogic devices
- ❖ Lack of parking space for two wheelers
- ❖ Financial constraints for the completion of the construction of ladies hostel

The above barriers were addressed efficiently in the following manner.

- ♦ Library was automated.
- ♦ Procured latest techno pedagogic devices for effective teaching learning process.
- ♦ Constructed a parking shed for two-wheelers.
- ♦ Financial constraints for the completion of the construction of the ladies hostel was met by:
  - ❋ Voluntary contribution of one month's salary by staff members

❋ Interest-free loans from faculty members

❋ Contributions from PTA

❋ Contributions from Alumni Association

❋ Loans and advances from nationalized banks

6.1.7 How does the management encourage and support involvement of the staff for the improvement of the effectiveness and efficiency of the institutional processes?

Management provides encouragement and support to the faculty by presenting awards to the achievers and felicitating them in special meetings arranged in collaboration with the student community.

Budgetary provisions are made for the staff in participating and organizing academic and non-academic programmes, workshops, seminars, etc. The management also supports the staff to attend Faculty Improvement Programmes by sanctioning leave.

6.1.8 Describe the leadership role of the head of the institution in governance and management of the curriculum, administration, allocation and utilization of resources for the preparation of students.

The head of our institution plays a major role in leading the institution democratically. The duties are distributed among the staff on the basis of the discussions held during the staff meetings. The institution adopts 'PIME' as the principle – Planning, Implementation, Monitoring and Evaluation. Every year, before the commencement of the programme, planning with regard to curricular and co-curricular activities is done jointly with the staff under the leadership of the principal. For this purpose, various clubs are organized and the staff is given charge of it. The various clubs and year-wise charge of each faculty is given.

Name of Club	Faculty-in- charge		
	2011-12	**2010-11**	**2009-10**
Students Council	Dr. K.K. John	Dr. T.K. Mathew	Dr. Koshy P. Chacko
Arts Club	Dr. Koshy P. Chacko	Betsy Joseph E.	Dr. K.K. John
Literary & Debating Society	Dr. Mini John	Dr. Koshy P. Chacko	Dr. Mini John
Moral & Religious Association	Dr. Sunila Thomas	Dr. Mini John	Dr. Sunila Thomas
Social Service League	Dr. T.K. Mathew	Dr. Sunila Thomas	Nimmi Maria Oommen
Sports & Recreation Club	Titus Thomas	Titus Thomas	Titus Thomas
Magazine Committee	Pramod Thomas George	Pramod Thomas George	Betsy Joseph E.
Nature Club	Dr. Koshy P. Chacko & Dr. Mini John	Dr. K.K. John	Dr. T.K. Mathew
Health Club	Titus Thomas & Dr. Mini John	Titus Thomas & Dr. Mini John	Titus Thomas & Dr. Mini John
Women's Club	Betsy Joseph E.	Jolly Mathew	Dr. Mini John
Career Guidance Cell	Dr. Mini John & Betsy Joseph E.	Dr. Mini John & Betsy Joseph E.	Dr. Mini John & Betsy Joseph E.
Documentation Club	Jolly Mathew	Dr. Elizabath Kuruvilla	Dr. T.K. Mathew & Betsy Joseph E.
Counselling Cell	Dr. Mini John	Dr. Mini John	Dr. Mini John
PTA	Dr. Koshy P. Chacko	Dr. K.K. John	Dr. Mini John
Alumni Association	Dr. Sunila Thomas	Dr. Sunila Thomas	Nimmi Maria Oommen

Each club has distinct functions. The major functions are:

Sl. No.	Clubs & Associations	Functions
1.	**Students Council**	Steers the activities of the college union.
2.	**Arts Club**	organizes competitions and talents search programmes for students to develop their esthetic and kinesthetic ability
3.	**Literary & Debating Society**	Arranges competitions and programmes to enhance the communicative skills of learners
4.	**Moral & Religious Association**	Upholds the ethical values envisaged by the institution through value orientation classes and prayer meetings
5.	**Social Service League**	gives enriching experiences with regard to Social consciousness and service
6.	**Sports & Recreation Club**	Schedules activities for fitness, recreation and competition so as to promote sportsman spirit
7.	**Magazine Committee**	Gives platform for students to exhibit their creativity
8.	**Nature Club**	Schedules activities to enhance naturalistic intelligence and eco-friendliness among learners
9.	**Health Club**	Maintains the physical, mental and social wellbeing of the learners
10.	**Women's Cell**	Caters to the needs of women students and arranges programmes leading to their empowerment
11.	**Counselling Cell**	Arranges counseling classes, personal counseling and equips learners to face the challenges of life confidently
12.	**Career Guidance Cell**	Publishes career bulletin, arranges campus interviews and gives placement services
13.	**Documentation Club**	Records the activities of the institution
14.	**PTA**	Establishes a link between home and institution, gives support to all the activities of the institution
15.	**Alumni Association**	Strengthens the bond between the alumni members and the intuition, renders their expertise and support to the institution

The activities of the club in addition to the academic activities are monitored by the Principal and Junior Superintendent. Frequent staff meetings are conducted fortnightly to evaluate the functioning of the college. The resources of the college are utilized systematically for the preparation of students with regard to:

❖ Attending seminars and presenting papers

❖ Participating in intercollegiate competitions

❖ Conducting inter house competitions

❖ Giving financial support to needy students

❖ Arranging counseling classes, personal counselling sessions, remedial coaching, P.S.C. coaching and the like

❖ Providing free learning materials for the needy students

❖ Arranging training programmes for handling modern technological devices

6.2 ORGANISATIONAL ARRANGEMENT

6.2.1 List the different committees constituted by the institution for management of different institutional activities? Give details of the meetings held and the decisions made, regarding academic management, finance, infrastructure, faculty, research, extension and linkages and examinations during the last year.

Sl. No.	Committee	Activities
1.	**Finance Committee**	Prepares budget of the college, sanctions finance for purchase, Maintenance of the institution
2.	**Purchase Committee:**	Takes decisions regarding the purchase of the various infrastructures
3.	**Construction Committee**	Monitors the construction and renovation of the buildings of the College
4.	**Admission Committee**	Conducts interview for both B.Ed. and M.Ed. admissions. Procures information from the candidates regarding their aptitude, attitude, abilities and the special care, if any, require

5.	Library Committee	Takes decisions regarding the purchase of books, journals, periodicals and their proper utilization and maintenance of automation facility
6.	Discipline Committee	Sees to maintain the decorum of the institution
7.	Examination Committee	Convenes both internal and external exams and publishes internal grades
8.	Welfare Committee	Arranges financial aid to needy students, helps in nurturing the inborn talents and encourages the students to participate in intercollegiate activities and arranges advance salary to the newly appointed staff
9.	Research Committee	Co-ordinates research and consultancy services, arranges research seminars and publishes College Journal
10.	Extension Activity Committee	Arranges various extension activities like providing financial aid to needy schools, arranges visits and contributions to destitute homes, etc.
11.	Teaching Practice Committee	Obtains consent of teaching practice schools, makes personal contacts, allots teacher trainees based on their performance, arranges interface meetings and evaluates the intensive teaching practice
12.	Placement Committee	Arranges campus interviews, intimates students of the various job opportunities
13.	Hostel Committee	Monitors the welfare of inmates of the hostels
14.	IQAC	Plans and arranges quality enhancement programme for teachers and students
15.	Academic Committee	Prepares college calendar, syllabus, year plan and timetable
16.	PIME Committee	Initiates the planning to evaluation procedures of each activity of the college
17.	Empowerment Committee	Arranges various empowerment programme, like women empowerment programme, orientation programme, staff retreat, remedial coaching, add on courses, etc.
18.	Grievance Redressal Committee	Receives grievances of students/staff and takes necessary remedial action
19.	Anti ragging Committee	Functions as per the directions of the govt. (No incidents of ragging has been reported).
20.	Alumni Executive Committee	Plans the future projects and programmes of the Association
21.	PTA Executive Committee	Proposes the projects and programmes to be followed every year

6.2.2 Give the organizational structure and the details of the academic and administrative bodies of the institution.

The organizational structure of the institution is as follows:

6.2.3 To what extent is the administration decentralized? Give the structure and details of its functioning.

The administration of the institution is decentralized with duties being delegated for efficient functioning (detailed in 6.2.1 & 6.2.2).

6.2.4 How does the institution collaborate with other sections/departments and school personnel to improve and plan the quality of educational provisions?

The institution maintains a good collaboration with various statutory bodies like NCERT, SCERT, CTE, DIET, AKTCTA, and the like. Eminent personalities from these bodies take classes on the innovative changes in the field of education. Moreover, the faculty is keen on attending programmes arranged by NAAC and UGC. Our faculty also serves as members of the Board of Studies of M.G.University and as office bearers of the AKTCTA. We take utmost care to maintain the quality of education imparted to our teacher educands. Prior to every teaching practice session, we **arrange model classes by State Resource Personnel and other experts**. In order to get acquainted with the school scenario, an interface meeting with the heads of the institutions is also arranged before the commencement of intensive teaching practice sessions.

6.2.5 Does the institution use the various data and information obtained from the feedback in decision making and performance improvement? If yes, give details.

Yes, the decision making procedure of the institution is based on the data and information obtained from the feedback from various sources like students, teaching practice schools, PTA, alumni association, etc. The institution takes keen interest in employing strategies for the benefit of the students. Details regarding the feedback and the decision taken accordingly are as follows:

a) Feedback from students

➢Request for easy accessibility of library books

➢Request for arranging P.S.C. coaching for students

Actions taken accordingly:

✷Book Bank system and Open Access System has been introduced in the library for easy accessibility of books.

✷P.S.C. coaching classes were arranged.

b) Feedback from Teaching Practice Schools:

➢Reduce the number of teacher trainees practicing in the schools as they were forced to accommodate more trainees from other institutions

➢Equip the teacher trainees to handle ICT based classes

Actions taken accordingly:

✷incorporated more number of schools for teaching practices so that the number of teacher trainees per school could be minimized.

✷Performance enhancement of teacher trainees was done by exposing them to more technology oriented classes and seminars.

c) Feedback from PTA:

➢Cash prize to the top scorer of the college may be given annually, sponsored by PTA

➢Library needs to be automated

➢NET and SET holders need to be felicitated

Actions taken accordingly:

✷The top scorer of the college is recognized on behalf of the PTA every year.

✷ Library automation was done.

✷ Decided to honour NET and SET holders.

d) Feedback from Alumni:

> Honour award winners among alumni members.

> Present a memento to the top scorer among the alumni wards.

> Arrange Inter B.Ed. choreography competitions

> Institute a best teacher award among the school teachers up to Higher Secondary level.

Actions taken accordingly:

✶ Every year the award winners among alumni members are honored.

✶ Memento to the top scorer among the alumni wards is presented annually

✶ instituted a cash prize of Rs.10, 000, a memento and a certificate to the Best Teacher up to higher secondary level.

✶ Arranged inter B.Ed. Choreography competitions.

6.2.6 What are the institution's initiatives in promoting co-operation, sharing of knowledge, innovations and empowerment of faculty? (Skill sharing across departments, creating/providing conducive environment)

The institution encourages **team work and co-operation among the faculty**. The duties entrusted to the staff are done as teamwork. The decisions are based on the outcome of the joint discussions of staff members.

The institution utilizes the expertise of the faculty in various occasions. As a result, **knowledge transaction** has become **a multi-disciplinary approach**. Sharing of knowledge and skill through team teaching and collaborative discussions among staff members are encouraged frequently. Moreover, the faculty is encouraged to present papers or articles in **the journal 'Titus Tracks'** published by the college and also in journals of various other colleges. The faculty also engages in higher studies, text book publication and the like.

6.3   STRATEGY DEVELOPMENT AND DEPLOYMENT

6.3.1   Has the institution an MIS in place, to select, collect, align and integrate data and information on academic and administrative aspects of the institution?

Yes, the institution has an efficient Management Information System. The decisions of the management are informed to the faculty in writing or in person. All the activities of the institution including the **academic plan and action plan are prepared as a joint contribution of the staff.**

6.3.2   How does the institution allocate resources (human and financial) for accomplishment and sustaining the changes resulting from action plans?

The institution allocates resources both human and financial as per the decisions taken in the Staff Council and Governing Council. Separate budget allocation and action plans are formulated year-wise for this purpose. **Human resources** are allocated to various areas like remedial coaching, personal counselling sessions, mentoring groups and leadership in associational activities. **Financial resources** are allocated as per the budget prepared.

6.3.3 How are the resources needed (human and financial) to support the implementation of the mission and goals, planned and obtained?

In order to cater to the diverse needs of the educationally backward students, remedial coaching classes are arranged. To overcome socio-psycho problems of learners personal counselling sessions are given. Thus human resources within and outside the campus are utilized for the benefit and **empowerment of learners**. In order to maintain a conducive environment for learning, infrastructural facilities are

provided for which financial resources are utilized as per the provisions made in the budget.

6.3.4   Describe the procedure of developing academic plan. How are the practice teaching school teachers, faculty and administrators involved in the planning process?

In the beginning of every academic year, an academic committee is set up to chalk out the year plan. The year plan is prepared also in consultation with the heads of the institutions of the teaching practice schools, so that the date of commencement of the teaching practice session and its duration can be planned effectively. The faculty and the administrative staff actively participate in the smooth conduct of intensive teaching practice. Prior sanction is sought from D.E.O. and thereafter from heads of the institutions (detailed in 2.3.8).

6.3.5   How are the objectives communicated and deployed at all levels to assure individual employee's contribution for institutional development?

The institutional development depends on the **co-operative work efficiency of each employee.** The **duties are entrusted** accordingly and **monitored frequently** by **the IQAC** for the accomplishment of the task. Staff retreats and orientation programmes are also arranged every year before the commencement of the programme and the frequent staff meetings facilitate in communicating the expectation of the institution.

6.3.6   How and with what frequency is the vision, mission and implementation plans monitored, evaluated and revised?

The frequency of monitoring, evaluating and revising the implementation plans of vision and mission of the college depends on the demand of the situation and hence cannot be specifically limited to a number. Every academic year begins

with a review of the achievements and drawbacks of the previous year by the IQAC. Every aspect of the institutional activity is evaluated. A comprehensive and continuous monitoring of all scheduled curricular, co-curricular and social activities is carried out by the staff council. Feedback from the students and other stakeholders, and academic and administrative meetings with the management also aid in monitoring and revising the plans. At the end of each semester, the activities which are undertaken in accordance with the vision and mission of the institution are evaluated and alternate strategies are planned based on the feedback.

6.3.7 How does the institution plan and deploy the new technology?

The **principal, after considering the suggestions of the faculty members** regarding the use of new technology in teaching-learning process, takes necessary steps in incorporating the recent instructional technology to upgrade the level and effectiveness of classroom interaction and instructions in terms of learning outcomes. Once the technological gadgets are installed, appropriate **training programmes** are conducted for both **teachers and student teachers** to effectively handle the new technology. The **trainees are given freedom to use** technical equipments as and when needed, even in teaching practice schools.

6.4 HUMAN RESOURCE MANAGEMENT

6.4.1 How do you identify the faculty development needs and career progressions of the staff?

The faculty development needs and their career progression are usually identified through self-appraisal and student evaluation. The Principal evaluates the report and gives necessary suggestions for faculty improvement. Moreover, the faculty is encouraged to attend various seminars, workshops and conferences

organized by the institution or by other institutions as well. The demand of the system and the expectations of the society are considered for identifying the faculty development needs and their career progression.

6.4.2 What are the mechanisms in place for performance assessment (teaching, research and service) of faculty and staff? (Self appraisal method, comprehensive evaluations by students and peers). Does the institution use the evaluation to improve teaching, research and service of the faculty and other staff?

We use self-appraisal method and student evaluation for performance assessment of the faculty with regard to teaching, research and service. The IQAC analyses the feedback received from these sources. Based on the assessment made, staff meetings are arranged for discussion and suggestions. The faculty attends numerous faculty development programmes either arranged by the institution or by other institutions. The faculty is also **encouraged to publish research papers and pursue doctoral work**.

6.4.3 What are the welfare measures for the staff and faculty? (Mention only those which affect and improve staff well-being, satisfaction and motivation)

The institution takes necessary steps to improve the staff well-being, satisfaction and motivation. Some of the welfare measures taken are as follows:

❖ Sanctioning study leaves for higher studies
❖ Sanctioning maternity and paternity leave
❖ Making adjustment in timetable whenever needed
❖ Relieving for attending orientation or refresher courses
❖ Conducting staff and family tours
❖ Providing financial support for medical treatment
❖ Providing secretarial support and other facilities

❖ Advancing salary from the management fund for the newly appointed staff till they receive salary from the government.

6.4.4 Has the institution conducted any staff development programme for skill upgrading and training of the teaching and non-teaching staff?

Yes, the institution has conducted various skill development programmes both for teaching and non-teaching staff.

Programmes for Faculty:

❖ Workshop on Research methodology, where tool preparation and standardization was the main focus.

❖ Seminar on ICT enabled education for the teacher educators to orient them with the innovative technologies in the field of teaching and learning.

❖ Training on ICT enabled teaching with emphasis on using smart board in class room.

Programmes for Administrative Staff:

❖ A workshop was arranged exclusively for the administrative staff of the college and other colleges by the Deputy Director of Education, Government of Kerala regarding office proceedings

❖ Training on Accounting for the concerned staff of the administrative wing of the college was also arranged

❖ Training Programme on Service and Payroll Administrative Repository for Kerala (SPARK) under the Kerala State IT Mission was attended by the staff.

6.4.5   What are the strategies and implementation plans of the institution to recruit and retain diverse faculty and other staff who have the desired qualification, knowledge and skills (Recruitment Policy, Salary Structure, Service Conditions) and how does the institution align these with the requirements of the statutory and regulatory bodies (NCTE, UGC, University, etc.)?

The recruitment of the faculty is conducted as per the norms of the statutory and regulatory bodies like UGC, NCTE, Government and University. As an initial step to the appointment advertisements are given in three News Papers (two local & one National daily) and in university news. The qualified faculty is then appointed on the basis of their performance before the interview board comprising subject expert, Government nominee, subject expert from the University, Principal and Manager of the institution.

In the case of the appointment of an administrative staff, advertisements are given initially which will be followed by a written test for all the applicants.   Those who qualified the written test are called to appear for the interview. The conduct of interview and preparation of rank list will be as per the State Government norms.

6.4.6   What are the criteria for employing part-time/Adhoc faculty? How are the part-time/Adhoc faculty different from the regular faculty? (Eg. Salary structure, workload, specializations)

Adhoc faulty is appointed as per University/State government norms for self financing courses and against leave or FIP vacancy. The salary structure and workload of such faculty are as per government norms.

6.4.7   What are the policies, resources and practices of the institution that support and ensure professional development of the faculty?

The professional development of the faculty is ensured by encouraging them to avail FIP, pursue courses and to attend seminars, conferences and workshops.

Budget allocation is made to arrange seminars and workshops in the institution. Moreover, the faculty is also provided financial assistance to attend seminars or conferences or workshops organized by authorized agencies. The institution felicitates and gives awards to achievers among faculty. The faculty is also encouraged to associate with local, state, national and international professional organizations like AKTCTA, CTE, AIAER, IAWP and social welfare organizations like YMCA, Gideon's International, Gandhi Peace Foundation, etc.

6.4.8 What are the physical facilities provided to faculty (well-maintained and functional office, instructional and other space to carry out their work effectively)?

Our institution has a **very good library** where separate space is provided for the faculty to refer and learn .We have well furnished classrooms and techno-instructional facilities like LCD and smart board for the effective transaction of curriculum by the faculty. The staff room has sufficient cupboards and shelves for keeping the personal copies of books, documents and registers of teachers. The faculty room is also equipped with computer and internet facility for research purpose. The M.Ed. faculty is provided with cubicles so that research and project work takes place in its true sense.

6.4.9 What are the major mechanisms in place for faculty and other stakeholders to seek information and/or make complaints?

In addition to the institutional website, calendar and prospectus, the institution encourages telephonic enquiry and e-mails for seeking information by the faculty and stakeholders. They are also free to approach the principal, superintendent and staff

secretary for queries. A grievance redressal cell is functioning effectively to redress all the grievances.

6.4.10 Detail on the workload policies and practices that encourage faculty to be engaged in a wide range of professional and administrative activities including teaching, research, assessment, mentoring, working with schools and community engagement.

The workload of the faculty is distributed as per the UGC, NCTE and University norms for both assistant and associate professors. The faculty is given enough time to conduct and supervise research work and engage in community development programmes. In addition to academic work within the campus, our faculty engages in various other activities like being mentors, resource persons, giving guidance for SET, NET and TET exams, giving consultancy to research fellows, and various community development programmes like palliative care, free tuition to the disadvantaged groups, giving moral and value development talks, counselling classes on topics like exam fear, adolescent problems, stress management, learning styles of individuals, etc. (detailed in criteria 3.4.2 & 5.2.3).

6.4.11 Does the institution have any mechanism to reward and motivate staff members? If yes, give details.

Yes, the **institution takes initiative to felicitate and reward the faculty** who secure Ph.D. or receive State and National awards, publish books, etc. Special meetings are arranged by the management, staff and students to congratulate them. Moreover the staff council also appreciates and encourages the faculty engaging in the activities with regard to career development. The staff tours arranged for the staff and family act as a catalyst in motivating the staff members.

6.5 FINANCIAL MANAGEMENT AND RESEARCH MOBILISATION

6.5.1 Does the institution get financial support from the government? If yes, mention the grants received in the last three years under different heads. If no, give details of the source of revenue and income granted.

Yes, the institution gets financial support from the government as given below.

Source		2008-09	2009-10	2010-11	2011-12
Grant From State Govt.	**Salary**	**57,58,560**	**52,19,804**	**63,17,911**	**95,11,130**
	Tuition Fee	**2,16,000**	**2,45,850**	**2,07,000**	**2,34,000**
	Special Fees	61,184	79,770	64,968	76,648
	Stipend/ Scholarship	**1,02,656**	**3,42,105**	**4,34,098**	**3,71,198**
Grant From UGC	**Infrastructural Development**	**2,49,756**	**29,88,508**	**22,30,000**	**15,00,915**

6.5.2 What is the quantum of resources mobilized through donations? Give information for the last three years.

	2008-09	2009-10	2010-11	2011-12
Interest free loan from Staff		4,70,000		
Donations	4,31,477		10,000	15,000

6.5.3 Is the operational budget of the institution adequate enough to cover the day to day expenses? If no, how is the deficit met?

No. The operational budget of the institution is not adequate enough. The day to day expense of the college is met through contingency grant provided by the management.

6.5.4 What are the budgetary resources to fulfill the missions and offer quality programmes? (Budget allocation over the past three years depicted through income-expenditure statements)

The institution **fulfills its vision and mission through quality programmes like workshops, seminars, talks, intra and extra mural competitions, value education classes and empowerment programmes**.

Our budgetary resources for these programmes are as under:

❖ Management contingency grant

❖ Management contribution towards guest salary

❖ Management contribution to outstanding students

- ❖ PTA grants for various developmental activities of the college

- ❖ Government grants, scholarships, stipends, etc.

- ❖ Government salary

- ❖ Endowment funds for top scorers

- ❖ Voluntary contributions from stakeholders

- ❖ Alumni contribution towards Best Teacher Award and choreography and inter school competitions.

- ❖ Alumni contribution towards Best Teacher Award and choreography and inter school competitions.

Income & Expenditure Statement for the last Three Years

2011-12 (Amount in Lakhs)					
Item	**Opening Balance**	**Receipts**	**Total**	**Expenditure Item**	**Amount**
Salary(Teaching)		68.48	68.48	Salary	68.48
Salary(Non-Teaching)		26.63	26.63	Salary	26.63
UGC	20.61	15.00	35.61	Books, Journals, Equipments	11.33
Stipend	01.37	03.71	05.08		04.60
Tuition Fee		02.34	02.34		02.34
Special Fee		00.82	00.82		00.49
UGC (Remedial Coaching)		02.50	02.50		
UGC(Substitute Salary)		02.76	02.76	Books, Equipments, Honorarium	02.76
Contingency(Management Exp.		08.40	08.40	M.Ed. Salary	06.36

2010-11 (Amount in Lakhs)					
Item	**Opening Balance**	**Receipts**	**Total**	**Expenditure Item**	**Amount**
Salary(Teaching)		45.08	45.08	Salary	45.08
Salary(Non-Teaching)		18.09	18.09	Salary	18.09
UGC	05.49	22.50	27.99	Books, Journals, Equipments, Women's Hostel	07.39
Stipend	00.29	04.34	04.63		03.26
Tuition Fee		02.07	02.07		02.07
Special Fee		00.94	00.94		00.94
Contingency (Management Exp.)				M.Ed. Salary	07.10

2009-10 (Amount in Lakhs)					
Item	**Opening Balance**	**Receipts**	**Total**	**Expenditure Item**	**Amount**
Salary (Teaching)		32.93	32.93	Salary	32.93
Salary (Non-Teaching)		19.26	19.26	Salary	19.26
UGC	00.02	32.07	32.09	Books, Journals, Equipments, Women's Hostel	26.65
Stipend		03.42	03.42		03.12
Tuition Fee		02.45	02.45		02.45
Special Fee		02.06	02.06		01.60
Contingency Management Exp. & PTA Fund.		10.25	10.25	M.Ed. Salary, Lib Automation	10.25

6.5.5   Are the accounts audited regularly? If yes, give details of internal and external audit procedures and information on the outcome of the last two audits.

Yes, the Government accounts are audited by the Deputy Director of Collegiate Education, Kottayam and AG's Office, Thiruvananthapuram.   The Management accounts are audited regularly by internal audit agency M/s. K.I. Abraham & Co. and external audit agency M/s. Kovoor & Co. The institution makes it a practice to receive yearly audit report in time. Queries of the auditors, if any, are properly answered, after discussion in the Governing Council.

6.5.6   Has the institution computerized its finance management systems? If yes, give details.

The institution has a computerized finance management system. All the office matters like salary of staff, admission procedures, student scholarship, budget allocation, correspondence to statutory bodies like NCTE, NAAC, UGC, Government,
University, etc. are made through electronic modes. We have brought our finance management system under the purview of SPARK, under the Kerala State IT Mission. Necessary training has been extended to the administrative staff for the optimum use of computers.

6.6   BEST PRACTICES IN GOVERNANCE AND LEADERSHIP

6.6.1   What are the significant best practices in Governance and Leadership carried out by the institution?

The management **fosters a healthy and harmonious** relationship among the staff members. The organization of the administration is **democratic and participatory**. Policy decisions by the management are usually taken in consultation

with the staff. The administrative staff shares **their expertise in e-governance with the administrative staff of the neighboring institutions**.

Additional information to be provided by institutions opting for Re-Accreditation / Re-Assessment.

1. **What were the evaluative observations made under Governance and Leadership in the previous assessment report and how have they been acted upon?**

The NAAC peer team during their previous visit, recommended computerization of the finance management system.

This evaluative report has been seriously considered and steps have been taken for computerization. Our administrative wing has become fully computerized from 2010.

2. **What are the other quality sustenance and enhancement measures undertaken by the institution since the previous Assessment and Accreditation with regard to Governance and Leadership?**

For maintaining quality enhancement and sustenance, the following measures were taken:

❖ The institution continues to strive for excellence in all its endeavours with de-centralization and democracy as its hallmark.

❖ For enhancing efficiency in governance, the following steps were taken.

  ▪ Proficiency in the use of computer was ensured at the time of recruitment of administrative staff.

  ▪ Existing staff were encouraged to attend training programme in

  ▪ E-governance.

  ▪ The management arranged classes in accounting and finance management.

- Head of the institution/senior faculty participates in visits to universities and educational institutions of different states of the country organized by the Higher Education Commission of the Marthoma Church.

- The faculty attends various developmental programmes for enhancing leadership skills and managerial performance.

CRITERION - VII
INNOVATIVE PRACTICES

7.1   INTERNAL QUALITY ASSURANCE SYSTEM

7.1.1 Has the institution established Internal Quality Assurance Cell (IQAC)? If yes, give its year of establishment, composition and major activities undertaken.

Yes, the IQAC has been established in the college in the academic year 2005-2006 with a view to sustain quality of teacher education through co-operative efforts and involvement of all stakeholders.

Year of establishment   :   2005-06

Composition

Chairman Convener	Dr. K. K. John (Principal) Dr. Koshy P. Chacko (NAAC co-ordinator)
Members	Mr. Issac Paul
	Dr. Mini John
	Mr. Georgekutty Samuel (Administrative Head)
	Mr. Joy John (Local Society)
	Dr. Abraham George (Management Representative)
	Dr. John George (Management Representative)

The activities undertaken by the IQAC

The IQAC of the institution plans, implements, monitors and evaluates all the activities of the institution, such as:

1. Designs the semester wise academic plans

2. Prepares academic calendar & hand book

3. Maintains contact with various stakeholders of the institution to sense the needs and aspirations of the community

4. Organizes seminars, workshops and training programmes for teacher educators and teacher educands

5. Acts as an agent for reification of B.Ed. and M.Ed. Curriculum in collaboration with the university and other agencies

6. Plans the infrastructure development of the institution

7. Prepares proposals for financial aid from UGC for physical infrastructure and technological devices

8. Motivates the faculty members to prepare and submit proposals to UGC for research projects, seminars and workshops

9. Plans and monitors add on courses

10. Encourages the teachers to participate in refresher courses, seminars, conferences and workshops organized by other institutions with a view to equip them with the latest techno pedagogic skills and quality up gradation

11. Monitors and evaluates the activities of the various associations and clubs of the institution

12. Provides additional help for differently abled children

13. Monitors the pre-practice and teaching practice sessions in collaboration with the schools

14. Arranges mentoring and counselling sessions to cater to the personal, educational and vocational problems of students, thereby minimizing dropouts and wastage

15. Collects feedback from various sources to evaluate the activities of the college

16. Prepares the Internal Quality Assurance Report.

The present members of IQAC are:

Chairman :	**Dr. K. S. George (Principal)**
Convener :	**Dr. Sunila Thomas (NAAC co-ordinator)**

Members	Dr. Koshy P. Chacko
	Dr. T. K. Mathew
	Dr. Mini John
	Ms. Betsy Joseph E.
	Mr. James T. Oommen (Administrative Head)
	Mr. Joy John (Local Society)
	Dr. George Mathew (Management Representative)

7.1.2 Describe the mechanism used by the institution to evaluate the achievement of goals and objectives.

The IQAC evaluates the achievement of goals and objectives of the institution by means such as:

I   Pooling the suggestions and reflections from various sources like:

   ❖   Periodic staff meetings

❖ Students' feedback

❖ Feed back from PTA

❖ Feed back from heads/mentoring teachers of Practice Teaching Schools

❖ Feed back from Alumni

❖ Suggestions from Management

❖ Suggestions from Higher Education Commissions

❖ Feed back from other stakeholders

II   Analysis of Examination results

The IQAC in general and Staff Council in particular assess the examination results qualitatively and identify the shortfalls if any, and suggest remedial measures.

7.1.3   How does the institution ensure the quality of its academic programmes?

The institution ensures the quality of its academic programmes through various activities like:

❖ Upgrading the knowledge of teachers by ensuring their participation in orientation and refresher courses, seminars, workshops, etc.

❖ Encouraging the faculty to avail FIP

❖ Arranging seminars for students to equip them to face the challenges of teaching

❖ Conducting tests and giving remedial coaching in the deficient areas

❖ Encouraging Team teaching to ensure multidisciplinary approach

❖ Facilitating Collaborative discussions among the faculty

7.1.4 How does the institution ensure the quality of its administration and financial management process?

The quality is ensured through:

- ❖ Periodical meetings arranged with the staff
- ❖ Training programmes for the administrative staff
- ❖ Various measures like promotion, granting of study leave, giving salary advance, etc.
- ❖ Delegation of duties to each staff
- ❖ Preparation of annual budget and statement of accounts
- ❖ Formation of committees like finance committee, purchase committee, etc.

7.1.5 How does the institution identify and share good practices with various constituents of the institution?

The institution has various constituents like the management, staff, student body, PTA and Alumni. It is through the feedback of these constituents that the institution recognizes its good practices. These good practices are shared through its website, annual magazine and other media. Meetings of the constituent bodies are platforms where information is shared and disseminated.

7.2 INCLUSIVE PRACTICES

7.2.1 How does the institution sensitize teachers to issues of inclusion and the focus given to these in the national policies and the school curriculum?

The institution provides various platforms for sensitizing the teachers on the issues of inclusion. A cumulative record filled by the students initially gives an outlook about various diversities among them. By being mentors, teachers get opportunity to identify the special needs of learners and cater accordingly.

Remedial programmes are given to such students. More aspects regarding the provision for inclusive practice are detailed in 2.1.4 and 2.2.4.

7.2.2 **What is the provision in the academic plan for students to learn about inclusion and exceptionalities as well as gender differences and their impact on learning?**

The common courses for B.Ed. curriculum namely 'Development and Management of Education in India' and 'Personality Dynamics in Education' include topics like equality of educational opportunity, education for women empowerment, education for socially and economically disadvantaged, etc. To know about differently abled students, topics like individual differences with special reference to exceptional children are included. Moreover, talks are arranged for students pertaining to equality, justice, heterogeneity, constitutional and legal provisions, etc.

7.2.3 **Detail on the various activities envisioned in the curriculum to create learning environments that foster positive social interaction, active engagement in learning and self motivation.**

The learning environment given in this institution is such that it fosters positive social interaction, active engagement in learning and self motivation. The activities that are envisioned in our curriculum are **collaborative discussions**, **co-operative learning, seminars, group projects, peer learning**, etc. The learning environment for the differently abled is conducive in nature. The institution takes utmost care that the socially disadvantaged and differently abled students are not segregated at any cost. Moreover, remedial coaching is given for them to minimize backlog, if any.

7.2.4 How does the institution ensure that student teachers develop proficiency for working with children from diverse backgrounds and exceptionalities?

The institution ensures that the student teachers develop proficiency for working with children from diverse backgrounds and exceptionalities through the various curricular and co-curricular activities and the talks arranged by the institution. Moreover, during teaching practice they are given ample opportunity to deal with children from diverse backgrounds and exceptionality. The student teachers get an opportunity to know the diverse backgrounds and exceptionalities of young learners through free tuition programme organized by the institution. Visits are also arranged to destitute institutes like 'Daivaparipalana Bhavan', Kunnamthanam and School for Deaf Children, Thukalassery, where exceptional children are nurtured.

7.2.5 How does the institution address to the special needs of physically challenged and differently abled students enrolled in the institution?

The needs of physically challenged and differently abled students enrolled in the institution are catered to as per their need. The details can be referred from criteria 1.2.4, 2.2 and 7.2.2.

7.2.6 How does the institution handle and respond to gender sensitive issues (activities of women cell and other similar bodies dealing with gender sensitive issues)?

Keeping in mind that the majority of our students are ladies, posts like vice-chairperson and lady representative are reserved for them while constituting the student council. It is under their leadership that a women's cell is functioning in the college. Activities undertaken by the women cell are:

✶ counselling classes
✶ talks by doctors on health of women
✶ cooking classes and food fest

✶ avocational guidance (flower making, ornamental making, fabric painting, etc.)

Outside the campus, the institution gives help to Ayalkoottam - a self help group of women in the community. One of the faculties of the college has undertaken a **minor project** to conduct a survey on Kudumbasree with regard to their empowerment. The project has been completed and submitted its report to the UGC.

7.3   STAKEHOLDER RELATIONSHIPS

7.3.1   How does the institution ensure the access to the information on organizational performance (academic and administrative) to the stakeholders?

The institution ensures the access to the information on organizational performance to the stakeholders through:

❖ College Website
❖ College Magazine
❖ Newsletter
❖ College Calendar & Prospectus
❖ Alumni Meetings
❖ PTA Meetings

7.3.2   How does the institution share and use the information/data on success and failures of various processes, satisfaction and dissatisfaction of students and stakeholders for bringing qualitative improvement?

The institution collects information from various sources and presents them in appropriate forums. The schematic representation of the procedure adopted is as follows:

7.3.3 What are the feedback mechanisms in vogue to collect, collate the data from students, professional community, alumni and other stakeholders on programme quality? How does the institution use the information for quality improvement?

The feedback from different stakeholders is collected by the institution, through the following means:

	Evaluation proforma
	Informal talks with teacher/Principal
Feedback from Students	Mentoring groups
	Counselling sessions
	Women's forum
	Union meetings
	Executive meeting
PTA	General Body meeting
	Personal talks with teachers
	Executive meeting
Alumni	General body meeting
	Revisit diary
	Interface meeting with head of schools
Model School & Practice	Personal talks
Teaching Schools	Pre-teaching practice visit to schools
	Evaluation proforma

The information pooled from the above sources by IQAC is then discussed in various platforms as depicted in the flowchart in criteria 7.3.2.

Additional information to be provided by institutions opting for Re-Accreditation/ Re-Assessment.

How are the core values of NAAC reflected in the various functions of institution?

The objectives of this institution are in tune with the core values of NAAC. Each and every activity scheduled in this institution contributes to accomplish these values.

Contributing to National Development:

The various activities planned in the institution **like legal awareness programmes, human rights education**, etc. focus on inculcating civic responsibilities. Leadership qualities of our learners are enhanced through various associational activities and house system. Adhering to the government policy on reservation during admissions, arrangement of remedial programmes, **women empowerment programmes** etc. help the institution to ensure equity, social justice and increasing access to higher education. All these, in the long run contribute to National Development.

Fostering Global Competencies:

The institution arranged interface sessions with various international educationists from Brazil, Japan, UK, etc. with a view to understand global perspectives in education. In order to attain global competency, the learners are equipped to handle latest technological gadgets, so as to enable them to undertake **online teaching**. Training is also given to develop **communicative competence.**

Inculcating Value System:

The institution arranges counselling sessions, ethics classes, prayer meetings and value oriented classes for the learners. Moreover, visits are arranged

to various centres of differently abled students, palliative care units, destitute homes, etc. to inculcate value system in our students. Various activities of the institution also develop **soft skills** among students.

Promoting use of Technology:

Smart boards, LCD projectors and computers in classrooms for teaching promote use of technology. Automated library, ICT enabled administrative process of the institution and well equipped Computer cum ICT Lab encourages the use of technology. Separate time is set apart in the time table for students to utilize the computer lab and the library. Internet access with broad band connection is also provided in the institution.

Quest for Excellence:

The institution adopts the Principle PIME in all its activities. IQAC of the institution strives for excellence in all aspects. There is a feedback mechanism to assess the strengths and weaknesses of the various components of the institution. Necessary measures taken for quality improvement and sustenance are arranged through:

- Faculty development programmes
- Women empowerment programmes
- Environment awareness programmes
- Integrity development programmes
- Community linkage programmes
- Personal, educational, vocational, and avocational programmes
- Experiential learning programmes
- Generic competence development programmes

The institution thus provides variety of platforms for students and staff so that they **become champions of change** in the global scenario.

Information collected through

| Mentoring Groups | Students Union | Counselling Sessions | Grievance Redressal box | Personal talk with Principal/ Teachers | Employers | Teaching Practice Schools | Model School |

PTA/ Alumni

Information Pooled by

IQAC

Staff Council

Discussed in appropriate forums

| Union meetings | Governing body | Government bodies | Professional organisations |

CTE

AKTCTA

University

BOS

Dept. of Edn.

Ratification for qualitative improvement