RE-ACCREDITATION REPORT

SUBMITTED TO

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

December 2014
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ABOUT OUR COLLEGE

N.S.S. Training College, Changanacherry was established in July 1954 at Perunnai near Changanacherry Town in Kottayam Dist. of Kerala State. The college is managed by Nair Service Society one of the pioneering educational agencies of Kerala State. The society stands for the upliftment of the Nair community of the state through various service activities. Apart from that, the society fosters the development of all weaker sections of the society through education. The mission of the society is the development of the society through education of its individuals. Our college established by the N.S.S. for moulding teachers who will contribute to the welfare of the society has a tradition of over 60 years. The graceful memory of the founder Bharathakesari Sri. Mannath Padmanabhan, and his vision and work ethics remains as our motivating force and guiding spirit. We feel that it is necessary to keep up with the changes that are taking place in the field of science and technology to facilitate changes in the field of education. So we have tried to uphold our tradition by developing and modifying our strategies from time to time. Over these 60 years of its service N.S.S. Training College, Changanacherry has become one of the leading and meritorious academic institutions in the State.

The college functions under the Deputy Director of Collegiate Education, Kottayam. The college is included in the list of colleges recognized by the UGC under section 2(f) and 12B of its act of 1956. In May 2005 NAAC Peer team visited and assessed the college for accreditation. The college was awarded with B++ grade by the NAAC Peer team.
At present the institution gives Pre-service Training for 165 students in 7 optional subjects namely Malayalam, English, Hindi, Social Science, Natural Science, Mathematics and Physical Science. The facilities provided by the college include well equipped library, laboratories and classrooms. The students are guided and assisted in their studies by expert teachers who are academically excellent in their respective fields.

We are now living in the age of quality compared to the productivity age of 20th Century, so we need to produce trained persons at par with the global needs. The future of education therefore depends directly upon the quality of the intermediate inventive minds of teachers and their ability to invent and innovate. The aim of the institution is to maintain a high quality teacher education system relevant to the needs of the modern society.
Self-appraisal Report

Part I: Institutional Data

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

A. Profile of the Institution

1. Name and address of the institution: N. S. S TRAINING COLLEGE, CHANGANACHERRY, KOTTAYAM (Dist), KERALA. PIN-686 102

2. Website URL www.nsstcchry.org

3. For communication: N. S. S TRAINING COLLEGE, PERUNNAI CHANGANACHERRY, KOTTAYAM (Dist), KERALA. PIN-686 102

   E-Mail: principalnsstrcy@gmail.com

Office

<table>
<thead>
<tr>
<th>Name</th>
<th>Telephone Number with STD Code</th>
<th>Fax No</th>
<th>E-Mail Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>Head/Principal</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dr. S. Premakumar</td>
<td>0481-2420481</td>
<td>0481-2401720</td>
<td><a href="mailto:Principalnsstrcy@gmail.com">Principalnsstrcy@gmail.com</a></td>
</tr>
<tr>
<td>Self - appraisal Co-ordinator</td>
<td>9142137918</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dr. Lakshmi K. Nair</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Residence

<table>
<thead>
<tr>
<th>Name</th>
<th>Telephone Number with STD Code</th>
<th>Mobile Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Head/Principal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dr. S. Premakumar</td>
<td>0471-2350772</td>
<td>9446175679</td>
</tr>
<tr>
<td>Self - appraisal Co-ordinator</td>
<td>0481-2400526</td>
<td>9142137918</td>
</tr>
</tbody>
</table>

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

5. Campus area in acres: 0.99 Acre

6. Is it a recognized minority institution? Yes [ ] No [✓]
7. Date of establishment of the institution:  
   Month & Year

8. University to which the institution is affiliated:  
   **Mahatma Gandhi University, Kottayam**

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

   2f

   Month & Year

   12B

10. Type of Institution

   a. By funding

      i. Government

      ii. Grant-in-aid  

      iii. Constituent

      iv. Self-financed

      v. Any other

   b. By Gender

      i. Only for Men

      ii. Only for Women

      iii. Co-education

   c. By Nature

      i. University Dept.

      ii. IASE

      iii. Autonomous College

      iv. Affiliated College  

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

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

Yes  No  

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

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Level</th>
<th>Programme/Course</th>
<th>Entry Qualification</th>
<th>Nature of Award</th>
<th>Duration</th>
<th>Medium of instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>i)</td>
<td>Secondary/Sr. secondary</td>
<td>B.Ed</td>
<td>B.A/B.Sc</td>
<td>Degree</td>
<td>1 Year</td>
<td>English</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Level</th>
<th>Programme</th>
<th>Order No. &amp; Date</th>
<th>Valid up to</th>
<th>Sanctioned Intake</th>
</tr>
</thead>
</table>
### B. Criterion-wise inputs

**Criterion I: Curricular Aspects**

1. Does the Institution have a stated  
   Vision  
   Mission

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

3. Are there programmes with semester system

4. Is the institution representing/participating in the curriculum development/revision processes of the regulatory bodies?
   If yes, how many faculty are on the various curriculum development/mission committees/boards of universities/regulating authority.

5. Number of methods/elective options (programme wise)
   - B.Ed.
   - M.Ed. (Full Time)
   - M.Ed. (Part Time)

6. Are there Programmes offered in modular form

7. Are there Programmes where assessment of teachers by the students has been introduced
   Number
8. Are there Programmes with faculty exchange/visiting faculty

Yes ☑ No 

9. Is there any mechanism to obtain feedback on the curricular aspects from the
- Heads of practice teaching schools
  Yes ☑ No
- Academic peers
  Yes ☑ No
- Alumni
  Yes ☑ No
- Students
  Yes ☑ No
- Employers
  Yes ☑ No

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

One Year

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

Yes ☑ No

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

Yes ☑ No

Number One

13. Does the institution develop and deploy action plans for effective implementation of the curriculum?

Yes ☑ No

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

Yes ☑ No
**Criterion II: Teaching-Learning and Evaluation**

1. How are students selected for admission into various courses?
   a) Through an entrance test developed by the institution
   b) Common entrance test conducted by the University/Government
   c) Through an interview
   d) Entrance test and interview
   e) Merit at the qualifying examination
   f) Any other (specify and indicate)

2. Furnish the following information (for the previous academic year):
   a) Date of start of the academic year: 01-11-2013
   b) Date of last admission: 13-12-2013
   c) Date of closing of the academic year: 31-10-2014
   d) Total teaching days: 191
   e) Total working days: 205

3. Total number of students admitted

<table>
<thead>
<tr>
<th>Programme</th>
<th>Number of students</th>
<th>Reserved</th>
<th>Open</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>M</td>
<td>F</td>
<td>Total</td>
</tr>
<tr>
<td>B.Ed.</td>
<td>18</td>
<td>146</td>
<td>164</td>
</tr>
</tbody>
</table>

4. Are there any overseas students? Yes

5. What is the ‘unit cost’ of teacher education programme? (Unit cost = total annual recurring expenditure divided by the number of students/trainees enrolled).
   a) Unit cost excluding salary component: 5547.07
   b) Unit cost including salary component: 72185.73
6. Highest and Lowest percentage of marks at the qualifying examination considered for admission during the previous academic session

<table>
<thead>
<tr>
<th>Programmes</th>
<th>Open</th>
<th>Reserved</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Highest (%)</td>
<td>Lowest (%)</td>
</tr>
<tr>
<td>B.Ed.</td>
<td>86</td>
<td>68</td>
</tr>
</tbody>
</table>

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

Yes ☑ No

8. Does the institution develop its academic calendar?

Yes ☑ No

9. Time allotted (in percentage)

<table>
<thead>
<tr>
<th>Programmes</th>
<th>Theory</th>
<th>Practice Teaching</th>
<th>Practicum</th>
</tr>
</thead>
<tbody>
<tr>
<td>B.Ed.</td>
<td>73%</td>
<td>22%</td>
<td>5%</td>
</tr>
</tbody>
</table>

10. Pre-practice teaching at the institution
   a) Number of pre-practice teaching days 30
   b) Minimum number of pre-practice teaching lessons given by each student 23

11. Practice Teaching at School
   a) Number of schools identified for practice teaching 20
   b) Total number of practice teaching days 40
   c) Minimum number of practice teaching lessons given by each student 30

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

| No. of classes in simulation | 3+5 | No. of Lessons Pre-practice teaching | 15 |
13. Is the scheme of evaluation made known to students at the beginning of the academic session?

Yes ☑ No ☐

14. Does the institution provide for continuous evaluation?

Yes ☑ No ☐

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

<table>
<thead>
<tr>
<th>Programmes</th>
<th>Internal</th>
<th>External</th>
</tr>
</thead>
<tbody>
<tr>
<td>B.Ed.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I Semester</td>
<td>20</td>
<td>80</td>
</tr>
<tr>
<td>II Semester</td>
<td>50</td>
<td>50</td>
</tr>
</tbody>
</table>

16. Examinations

a) Number of sessional tests held for each paper 4

b) Number of assignments for each paper 1

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

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computers</td>
<td>☑</td>
<td></td>
</tr>
<tr>
<td>Intranet</td>
<td></td>
<td>☑</td>
</tr>
<tr>
<td>Internet</td>
<td></td>
<td>☑</td>
</tr>
<tr>
<td>Software / courseware (CDs)</td>
<td>☑</td>
<td></td>
</tr>
<tr>
<td>Audio resources</td>
<td></td>
<td>☑</td>
</tr>
<tr>
<td>Video resources</td>
<td></td>
<td>☑</td>
</tr>
<tr>
<td>Teaching Aids and other related materials</td>
<td>☑</td>
<td></td>
</tr>
<tr>
<td>Any other (specify and indicate)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. LCD Projectors</td>
<td>☑</td>
<td></td>
</tr>
<tr>
<td>2. Interactive Projectors</td>
<td>☑</td>
<td></td>
</tr>
<tr>
<td>3. Wi-Fi networking</td>
<td>☑</td>
<td></td>
</tr>
</tbody>
</table>

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

Yes ☑ No ☐

Number 1

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

Yes ☑ No ☐
**Criterion III: Research, Consultancy and Extension**

1. Number of teachers with Ph. D and their percentage to the total faculty strength
   
<table>
<thead>
<tr>
<th>Number</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage</td>
<td>38.46</td>
</tr>
</tbody>
</table>

2. Does the Institution have ongoing research projects?
   
   | Yes | No | ✓ |

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

4. How does the institution motivate its teachers to take up research in education? (Mark ✓ for positive response and X for negative response)
   - Teachers are given study leave ✓
   - Teachers are provided with seed money ✓
   - Adjustment in teaching schedule ✓
   - Providing secretarial support and other facilities ✓
   - Advance increment in salaries ✓
   - Teachers are encouraged to avail FIP ✓
   - Providing research consultancy by teachers ✓
   - Teachers are encouraged to undertake major/minor research projects ✓

5. Does the institution provide financial support to research scholars?
   
   Yes ✓ No

6. Number of research degrees awarded during the last 5 years.
   
   a. Ph.D. 3
   b. M.Phil. 1

7. Does the institution support student research projects (UG & PG)?
   
   Yes ✓ No
8. Details of the Publications by the faculty (Last five years)

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>International journals</td>
<td>✓</td>
<td></td>
<td>9</td>
</tr>
<tr>
<td>National journals – referred papers</td>
<td>✓</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>Academic articles in reputed magazines/news papers</td>
<td>✓</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>Books</td>
<td>✓</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Any other (specify and indicate)</td>
<td>✓</td>
<td></td>
<td>1 (Collection of Poems)</td>
</tr>
</tbody>
</table>

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

<p>| |</p>
<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th></th>
<th>Faculty</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>National seminars</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>International seminars</td>
<td>11</td>
<td></td>
</tr>
<tr>
<td>Any other academic forum</td>
<td>9</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Instructional Materials</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-instructional materials</td>
<td>✓</td>
</tr>
<tr>
<td>Print materials</td>
<td>✓</td>
</tr>
<tr>
<td>Non-print materials (e.g. Teaching)</td>
<td>✓</td>
</tr>
<tr>
<td>Aids/audio-visual, multimedia, etc.)</td>
<td></td>
</tr>
<tr>
<td>Digitalized (Computer aided instructional materials)</td>
<td></td>
</tr>
<tr>
<td>Question bank</td>
<td></td>
</tr>
<tr>
<td>Any other (specify and indicate)</td>
<td></td>
</tr>
</tbody>
</table>
12. Does the institution have a designated person for extension activities?
   Yes [✓]  No [ ]
   If yes, indicate the nature of the post.
   Full-time [ ]  Part-time [ ]  Additional charge [✓]

13. Are there NSS and NCC programmes in the institution?
   Yes [ ]  No [✓]

14. Are there any other outreach programmes provided by the institution?
   Yes [✓]  No [ ]

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

16. Does the institution provide consultancy services?
   Yes [✓]  No [ ]

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

<table>
<thead>
<tr>
<th>Level</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Local level</td>
<td>[✓]</td>
</tr>
<tr>
<td>State level</td>
<td>[✓]</td>
</tr>
<tr>
<td>National level</td>
<td></td>
</tr>
<tr>
<td>International level</td>
<td></td>
</tr>
</tbody>
</table>
### Criterion IV: Infrastructure and Learning Resources

1. **Built-up Area (in sq. mts.)**
   
   3927 Sq.mts

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

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a)</td>
<td>Methods lab</td>
<td>Yes</td>
</tr>
<tr>
<td>b)</td>
<td>Psychology lab</td>
<td>Yes</td>
</tr>
<tr>
<td>c)</td>
<td>Science Lab(s)</td>
<td>Yes</td>
</tr>
<tr>
<td>d)</td>
<td>Education Technology lab</td>
<td>Yes</td>
</tr>
<tr>
<td>e)</td>
<td>Computer lab</td>
<td>Yes</td>
</tr>
<tr>
<td>f)</td>
<td>Workshop for preparing teaching aids</td>
<td>Yes</td>
</tr>
</tbody>
</table>

3. **How many Computer terminals are available with the institution?**
   
   52

4. **What is the Budget allotted for computers (purchase and maintenance) during the previous academic year?**
   
   Rs.31,29,10/-

5. **What is the Amount spent on maintenance of computer facilities during the previous academic year?**
   
   Rs.10,000/-

6. **What is the Amount spent on maintenance and upgrading of laboratory facilities during the previous academic year?**
   
   Rs.10,000/-

7. **What is the Budget allocated for campus expansion (building) and upkeep for the current academic session/financial year?**
   
   Rs.76,170/-

8. **Has the institution developed computer-aided learning packages?**
   
   Yes ✔ | No □
<table>
<thead>
<tr>
<th>9. Total number of posts sanctioned</th>
<th>Open</th>
<th>Reserved</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Teaching</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>M</td>
<td>F</td>
<td>M</td>
</tr>
<tr>
<td>5</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td><strong>Non-teaching</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>10. Total number of posts vacant</th>
<th>Open</th>
<th>Reserved</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Teaching</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>M</td>
<td>F</td>
<td>M</td>
</tr>
<tr>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td><strong>Non-teaching</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>0</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>11. a. Number of regular and permanent teachers (Gender-wise)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Assistant Professors</strong></td>
</tr>
<tr>
<td>M</td>
</tr>
<tr>
<td>0</td>
</tr>
<tr>
<td><strong>Associate Professors</strong></td>
</tr>
<tr>
<td>M</td>
</tr>
<tr>
<td>4</td>
</tr>
<tr>
<td><strong>Professors</strong></td>
</tr>
<tr>
<td>M</td>
</tr>
<tr>
<td>---</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Lecturers</th>
<th>Open</th>
<th>Reserved</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Readers</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professors</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

b. Number of teachers from Same state

<table>
<thead>
<tr>
<th>Other states</th>
<th>13</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---
12. Teacher student ratio (program-wise)

<table>
<thead>
<tr>
<th>Programme</th>
<th>Teacher student ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>B.Ed.</td>
<td>1:12.7</td>
</tr>
</tbody>
</table>

13. a. Non-teaching staff

<table>
<thead>
<tr>
<th>Permanent</th>
<th>Open</th>
<th>Reserved</th>
</tr>
</thead>
<tbody>
<tr>
<td>M F M F</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Temporary</th>
<th>Open</th>
<th>Reserved</th>
</tr>
</thead>
<tbody>
<tr>
<td>M F M F</td>
<td></td>
<td></td>
</tr>
<tr>
<td>--</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

b. Technical Assistants

<table>
<thead>
<tr>
<th>Permanent</th>
<th>Open</th>
<th>Reserved</th>
</tr>
</thead>
<tbody>
<tr>
<td>M F M F</td>
<td></td>
<td></td>
</tr>
<tr>
<td>--</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Temporary</th>
<th>Open</th>
<th>Reserved</th>
</tr>
</thead>
<tbody>
<tr>
<td>M F M F</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

14. Ratio of Teaching – non-teaching staff

1 : 1

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

14279082/-

16. Is there an advisory committee for the library?

Yes [✓] No

17. Working hours of the Library

On working days 09.00 a.m-05.00 p.m
On holidays 10.00 a.m-01.00 p.m
During examinations 08.30 a.m-05.00 p.m

18. Does the library have an Open access facility

Yes [✓] No
19. Total collection of the following in the library
   a. Books
      - Textbooks
      - Reference books
   b. Magazines
   e. Journals subscribed
      - Indian journals
      - Foreign journals
   f. Peer reviewed journals
   g. Back volumes of journals
   h. E-information resources
      - Online journals/e-journals
      - CDs/ DVDs
      - Databases
      - Video Cassettes
      - Audio Cassettes

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Books</td>
<td>14752</td>
</tr>
<tr>
<td>Textbooks</td>
<td>9088</td>
</tr>
<tr>
<td>Reference books</td>
<td>3170</td>
</tr>
<tr>
<td>Magazines</td>
<td>12</td>
</tr>
<tr>
<td>Journals</td>
<td>17</td>
</tr>
<tr>
<td>Indian journals</td>
<td></td>
</tr>
<tr>
<td>Foreign journals</td>
<td></td>
</tr>
<tr>
<td>Peer reviewed journals</td>
<td></td>
</tr>
<tr>
<td>Back volumes of journals</td>
<td>250</td>
</tr>
<tr>
<td>Online journals/e-journals</td>
<td>1</td>
</tr>
<tr>
<td>CDs/ DVDs</td>
<td>50</td>
</tr>
<tr>
<td>Databases</td>
<td></td>
</tr>
<tr>
<td>Video Cassettes</td>
<td>150</td>
</tr>
<tr>
<td>Audio Cassettes</td>
<td>1</td>
</tr>
</tbody>
</table>

20. Mention the
   a. Total carpet area of the Library (in sq. mts.)
      179.91
   b. Seating capacity of the Reading room
      60

21. Status of automation of Library
   a. Yet to intimate
   b. Partially automated
   c. Fully automated

22. Which of the following services/facilities are provided in the library?
   a. Circulation
   b. Clipping
   c. Bibliographic compilation
<table>
<thead>
<tr>
<th>Service</th>
<th>Available</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reference</td>
<td>✔</td>
</tr>
<tr>
<td>Information display and notification</td>
<td>✔</td>
</tr>
<tr>
<td>Book Bank</td>
<td>-</td>
</tr>
<tr>
<td>Photocopying</td>
<td>✔</td>
</tr>
<tr>
<td>Computer and Printer</td>
<td>✔</td>
</tr>
<tr>
<td>Internet</td>
<td>✔</td>
</tr>
<tr>
<td>Online access facility</td>
<td>✔</td>
</tr>
<tr>
<td>Inter-library borrowing</td>
<td>-</td>
</tr>
<tr>
<td>Power back up</td>
<td>✔</td>
</tr>
<tr>
<td>User orientation /information literacy</td>
<td>✔</td>
</tr>
<tr>
<td>Online library facility(Inflibnet)</td>
<td>✔</td>
</tr>
</tbody>
</table>

23. Are students allowed to retain books for examinations?

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>✔</td>
<td></td>
</tr>
</tbody>
</table>

24. Furnish information on the following

<table>
<thead>
<tr>
<th>Information</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average number of books issued/returned per day</td>
<td>100</td>
</tr>
<tr>
<td>Maximum number of days books are permitted to be retained by students</td>
<td>14</td>
</tr>
<tr>
<td>by faculty</td>
<td>14</td>
</tr>
<tr>
<td>Maximum number of books permitted for issue for students</td>
<td>3</td>
</tr>
<tr>
<td>for faculty</td>
<td>10</td>
</tr>
<tr>
<td>Average number of users who visited/consulted per month</td>
<td>300</td>
</tr>
<tr>
<td>Ratio of library books (excluding textbooks and book bank facility) to the number of students enrolled</td>
<td>1:32</td>
</tr>
</tbody>
</table>
25. What is the percentage of library budget in relation to total budget of the institution

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

<table>
<thead>
<tr>
<th></th>
<th>I</th>
<th>II</th>
<th>III</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Total cost (in Rs.)</td>
<td>Number</td>
</tr>
<tr>
<td>Text books</td>
<td>20</td>
<td>2200</td>
<td>110</td>
</tr>
<tr>
<td>Other books</td>
<td>47</td>
<td>5975</td>
<td>183</td>
</tr>
<tr>
<td>Journals/Periodicals</td>
<td>14</td>
<td>6570</td>
<td>15</td>
</tr>
<tr>
<td>Any others specify and indicate (Encyclopedia/Handbooks)</td>
<td>13</td>
<td>4000</td>
<td>44</td>
</tr>
</tbody>
</table>

(Additional rows/columns may be inserted as per requirement)
**Criterion V: Student Support and Progression**

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

<table>
<thead>
<tr>
<th>Programmes</th>
<th>2010-11</th>
<th>2011-12</th>
<th>2012-13</th>
</tr>
</thead>
<tbody>
<tr>
<td>B.Ed.</td>
<td>.01</td>
<td>.006</td>
<td>.006</td>
</tr>
</tbody>
</table>

2. Does the Institution have the tutor-ward/or any similar mentoring system?  
   Yes ☑ No

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

3. Does the institution offer Remedial instruction?  
   Yes ☑ No

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

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

<table>
<thead>
<tr>
<th>UG(B.Ed)</th>
<th>2010-11</th>
<th>2011-12</th>
<th>2012-13</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pass percentage</td>
<td>100</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>Number of first classes</td>
<td>159</td>
<td>161</td>
<td>159</td>
</tr>
<tr>
<td>Number of distinctions</td>
<td>3</td>
<td>4</td>
<td>6</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th></th>
<th>2011-12</th>
<th>2012-13</th>
<th>2013-14</th>
</tr>
</thead>
<tbody>
<tr>
<td>NET</td>
<td>2</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>SLET/SET</td>
<td>12</td>
<td>11</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>
7. Mention the number of students who have received financial aid during the past three years.

<table>
<thead>
<tr>
<th>Financial Aid</th>
<th>2010-11</th>
<th>2011-12</th>
<th>2012-13</th>
</tr>
</thead>
<tbody>
<tr>
<td>Merit Scholarship</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Merit-cum-means scholarship</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Fee concession</td>
<td>26</td>
<td>95</td>
<td>107</td>
</tr>
<tr>
<td>Loan facilities</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Any other specify and indicate</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

(Additional rows may be inserted as per requirement)

8. Is there a Health Centre available in the campus of the institution?
   Yes ☑ No

9. Does the institution provide Residential accommodation for:

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Non-teaching staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes ☑</td>
<td>No</td>
</tr>
</tbody>
</table>

10. Does the institution provide Hostel facility for its students?
    Yes ☑ No

   If yes, number of students residing in hostels
   Men --
   Women 70

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

    | Sports fields | Indoor sports facilities | Gymnasium |
    |---------------|--------------------------|-----------|
    | Yes ☑ No      | Yes ☑ No                 | Yes ☑ No  |

12. Availability of rest rooms for Women
    Yes ☑ No
13. Availability of rest rooms for men

Yes ☑ No

14. Is there transport facility available?

Yes ☑ No

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

Yes ☑ No

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

<table>
<thead>
<tr>
<th>Organised</th>
<th>Participated</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes  No   Number</td>
</tr>
<tr>
<td>Inter-collegiate</td>
<td>☑ Three</td>
</tr>
<tr>
<td>Inter-university</td>
<td></td>
</tr>
<tr>
<td>National</td>
<td></td>
</tr>
<tr>
<td>Interschool</td>
<td>☑ Three</td>
</tr>
</tbody>
</table>

(Excluding college day celebration)

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

<table>
<thead>
<tr>
<th>Participation of students (Numbers)</th>
<th>Outcome (Medal achievers)</th>
</tr>
</thead>
<tbody>
<tr>
<td>State</td>
<td></td>
</tr>
<tr>
<td>Regional</td>
<td>12</td>
</tr>
<tr>
<td>National</td>
<td></td>
</tr>
<tr>
<td>International</td>
<td></td>
</tr>
</tbody>
</table>

18. Does the institution have an active Alumni Association?

Yes ☑ No

If yes, give the year of establishment

2003
19. Does the institution have a Student Association/Council?
   - Yes   ✓   No

20. Does the institution regularly publish a college magazine?
    - Yes   ✓   No

21. Does the institution publish its updated prospectus annually?
    - Yes   ✓   No

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

<table>
<thead>
<tr>
<th></th>
<th>2010-11 (%)</th>
<th>2011-12 (%)</th>
<th>2012-13 (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Higher studies</td>
<td>12%</td>
<td>15%</td>
<td>20%</td>
</tr>
<tr>
<td>Employment (Total)</td>
<td>75%</td>
<td>80%</td>
<td>75%</td>
</tr>
<tr>
<td>Teaching</td>
<td>50%</td>
<td>55%</td>
<td>60%</td>
</tr>
<tr>
<td>Non teaching</td>
<td>15%</td>
<td>25%</td>
<td>15%</td>
</tr>
</tbody>
</table>

23. Is there a placement cell in the institution?
   - Yes   ✓   No

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

<table>
<thead>
<tr>
<th></th>
<th>2010-11</th>
<th>2011-12</th>
<th>2012-13</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>12</td>
<td>10</td>
<td>15</td>
</tr>
</tbody>
</table>

24. Does the institution provide the following guidance and counselling services to students?  
   - Yes
   - No

   - Academic guidance and Counseling   ✓   No
   - Personal Counseling   ✓   No
   - Career Counseling   ✓   No
### Criterion VI: Governance and Leadership

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

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>☑</td>
</tr>
<tr>
<td>No</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Body/Committee</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Governing Body/management</td>
<td>Quarterly</td>
</tr>
<tr>
<td>Staff council</td>
<td>Monthly</td>
</tr>
<tr>
<td>IQAC/or any other similar body/committee</td>
<td>Twice in a year</td>
</tr>
<tr>
<td>Internal Administrative Bodies</td>
<td>Half yearly</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Scheme</th>
<th>2011-12</th>
<th>2012-13</th>
<th>2013-14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Loan facility</td>
<td>Yes</td>
<td>☑</td>
<td>No</td>
</tr>
<tr>
<td>Medical assistance</td>
<td>Yes</td>
<td>☑</td>
<td>No</td>
</tr>
<tr>
<td>Insurance</td>
<td>Yes</td>
<td>☑</td>
<td>No</td>
</tr>
<tr>
<td>Festival allowances</td>
<td>Yes</td>
<td>☑</td>
<td>No</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Year</th>
<th>2011-12</th>
<th>2012-13</th>
<th>2013-14</th>
</tr>
</thead>
<tbody>
<tr>
<td>One</td>
<td>One</td>
<td>One</td>
<td>One</td>
</tr>
</tbody>
</table>
5. Furnish the following details for the past three years

   a. Number of teachers who have availed the Faculty Improvement Program of the UGC/NCTE or any other recognized Organization

   

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

   

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

   

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

   

   e. Research development programmes attended by the faculty

   

   f. Invited/endowment lectures at the institution

   Any other area (specify the programme and indicate)

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

   a. Self-appraisal

   Yes ✓ No

   b. Student assessment of faculty performance

   Yes ✓ No

   c. Expert assessment of faculty performance

   Yes ✓ No

   d. Combination of one or more of the above

   Yes ✓ No

   e. Any other (specify and indicate)

   Yes ✓ No

7. Are the faculty assigned additional administrative work?

   Yes ✓ No
If yes, give the number of hours spent by the faculty per week

During admission and Examination

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

<table>
<thead>
<tr>
<th>Source</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grant-in-aid</td>
<td>11639488</td>
</tr>
<tr>
<td>Fees</td>
<td>747920</td>
</tr>
<tr>
<td>Donation- PTA</td>
<td>697000.00</td>
</tr>
<tr>
<td>Self-funded courses</td>
<td>00.00</td>
</tr>
<tr>
<td>Any other (specify and indicate) -UGC</td>
<td>299744</td>
</tr>
</tbody>
</table>

9. Expenditure statement (for last two years)

<table>
<thead>
<tr>
<th></th>
<th>2012-13</th>
<th>2013-14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total sanctioned Budget</td>
<td>17800988</td>
<td>25974649</td>
</tr>
<tr>
<td>% spent on the salary of faculty</td>
<td>64.67</td>
<td>53.43</td>
</tr>
<tr>
<td>% spent on the salary of non-teaching employees</td>
<td>26.62</td>
<td>19.22</td>
</tr>
<tr>
<td>% spent on books and journals</td>
<td>0.29</td>
<td>3.60</td>
</tr>
<tr>
<td>% spent on developmental activities (expansion of building)</td>
<td>4.31</td>
<td>5.32</td>
</tr>
<tr>
<td>% spent on telephone, electricity and water</td>
<td>0.49</td>
<td>0.62</td>
</tr>
<tr>
<td>% spent on maintenance of building, sports facilities, hostels, residential complex and student amenities, etc.</td>
<td>0.30</td>
<td>0.46</td>
</tr>
<tr>
<td>% spent on maintenance of equipment, teaching aids, contingency etc.</td>
<td>0.559</td>
<td>2.02</td>
</tr>
<tr>
<td>% spent on research and scholarship (seminars, conferences, faculty development programs, faculty exchange, etc.)</td>
<td>6.8</td>
<td>8.3</td>
</tr>
<tr>
<td>% spent on travel</td>
<td>0.12</td>
<td>0.20</td>
</tr>
<tr>
<td>Any other (specify and indicate)</td>
<td>5.68</td>
<td>6.85</td>
</tr>
<tr>
<td>Total expenditure incurred</td>
<td>17752881</td>
<td>22483336</td>
</tr>
</tbody>
</table>
10. Specify the institutions surplus/deficit budget during the last three years? (specify the amount in the applicable boxes given below)

<table>
<thead>
<tr>
<th>Year</th>
<th>Surplus in Rs.</th>
<th>Deficit in Rs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011-12</td>
<td>426069</td>
<td></td>
</tr>
<tr>
<td>2012-13</td>
<td>48107</td>
<td></td>
</tr>
<tr>
<td>2013-14</td>
<td>3491311</td>
<td></td>
</tr>
</tbody>
</table>

11. Is there an internal financial audit mechanism?

Yes ☑  No

12. Is there an external financial audit mechanism?

Yes ☑  No

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

- Administration
  - Yes ☑  No
- Finance
  - Yes ☑  No
- Student Records
  - Yes ☑  No
- Career Counselling
  - Yes ☑  No
- Aptitude Testing
  - Yes ---  No
- Examinations/Evaluation/Assessment
  - Yes ☑  No
- Any other (Teaching Practice)
  - Yes ☑  No

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

Yes ☑  No
15. Does the institution have an inbuilt mechanism to check the work efficiency of the non-teaching staff?
   Yes [✓] No [ ]

16. Are all the decisions taken by the institution during the last three years approved by a competent authority?
   Yes [✓] No [ ]

17. Does the institution have the freedom and the resources to appoint and pay temporary/ad hoc/guest teaching staff?
   Yes [✓] No [ ]

18. Is a grievance redressal mechanism in vogue in the institution?
   a) for teachers [✓]
   b) for students [✓]
   c) for non-teaching staff [✓]

19. Are there any ongoing legal disputes pertaining to the institution?
   Yes [ ] No [✓]

20. Has the institution adopted any mechanism/process for internal academic audit/quality checks?
   Yes [✓] No [ ]

21. Is the institution sensitised to modern managerial concepts such as strategic planning, teamwork, decision-making, computerisation and TQM?
   Yes [✓] No [ ]
Criterion VII: Innovative Practices

1. Does the institution has an established Internal Quality Assurance Mechanisms?
   - Yes  [✓]  No

2. Do students participate in the Quality Enhancement of the Institution?
   - Yes  [✓]  No

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

<table>
<thead>
<tr>
<th>Category</th>
<th>Men</th>
<th>%</th>
<th>Women</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>a SC</td>
<td>3</td>
<td>1.83</td>
<td>23</td>
<td>14.02</td>
</tr>
<tr>
<td>b ST</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c OBC</td>
<td>5</td>
<td>3.05</td>
<td>53</td>
<td>32.32</td>
</tr>
<tr>
<td>d Physically challenged</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e General Category</td>
<td>10</td>
<td>6.1</td>
<td>69</td>
<td>42.07</td>
</tr>
<tr>
<td>f Rural</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>g Urban</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>h Any other (specify)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Category</th>
<th>Teaching staff</th>
<th>%</th>
<th>Non-teaching staff</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>a SC</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>b ST</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>c OBC</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>d Women</td>
<td>8</td>
<td>61.54</td>
<td>2</td>
<td>14.29</td>
</tr>
<tr>
<td>e Physically challenged</td>
<td>---</td>
<td>--</td>
<td>1</td>
<td>7.14</td>
</tr>
<tr>
<td>f General Category</td>
<td>13</td>
<td>100</td>
<td>14</td>
<td>100</td>
</tr>
<tr>
<td>g Any other (specify)</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
</tbody>
</table>
5. What is the percentage incremental academic growth of the students for the last two batches?

<table>
<thead>
<tr>
<th>Category</th>
<th>At Admission</th>
<th>On completion of the course</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2011-12</td>
<td>2012-13</td>
</tr>
<tr>
<td>SC</td>
<td>19</td>
<td>27</td>
</tr>
<tr>
<td>ST</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>OBC</td>
<td>57</td>
<td>54</td>
</tr>
<tr>
<td>Physically challenged</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>General Category</td>
<td>82</td>
<td>81</td>
</tr>
<tr>
<td>Rural</td>
<td>144</td>
<td>146</td>
</tr>
<tr>
<td>Urban</td>
<td>21</td>
<td>19</td>
</tr>
<tr>
<td>Any other (specify)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
EXECUTIVE SUMMARY

N.S.S. Training College, one of the pioneers in the teacher education scenario of Kerala was established in July 1954. It is situated at perunnai a famous land near Changanacherry town in Kottayam District of Kerala state, inside the premises of Nair Service Society head quarters. The college is managed by Nair Service Society, a service organization equipped and committed to the cause of providing modern education, a positive outlook, a sense of purpose and a competitive edge. The college is adjacent to Main Central Road, one of the important highways of Kerala. The college is easily accessible from both the railway and bus stations. The college is housed in an educational complex consisting of several institutions like pre-primary, primary, upper primary, secondary, higher secondary, vocational higher secondary schools and Arts and Science College offering classes from LKG to research degree.

The college building is located in two blocks. The old block is a double storied building and the new block comprises of a three storied building. The facilities available in the college include separate optional classrooms with laboratories, general hall, auditorium, seminar hall, physical education room, Psychological laboratory, technology laboratory, computer and language laboratory, SUPW workshop, computerized library with internet facility, reading room, waiting room for students, Principal’s room, office room, staff room, guest room and play ground. The college has its own staff to clean the room and premises. Bank with ATM, hostel and canteen facilities are also available in the educational complex. The students and staff make use of the health services provided by N.S.S. Medical Mission Hospital perunnai, an institution run by the college management.
The college is affiliated to Mahatma Gandhi University under the control of collegiate deputy director, Kottayam. Selection and appointment of teachers is made according to Mahatma Gandhi University rules and regulations. The appointment of teachers is approved by the Mahatma Gandhi University. The curriculum, course structure, evaluation of the programme and fees are determined by the university. The strength of students and the optional subjects offered is also determined by the university.

The college received recognition from NCTE and it is included in 2(f), 12B of UGC. The salary structure and pay revision of faculty is according to UGC norms. The infrastructure facilities, teacher-student ratio is based on the regulations set up by NCTE. The UGC provides financial assistance to the institution according to the guidelines of the 5 year plan. As it is an aided college the qualifications required for faculty appointment, salary, scholarships to students belonging to various categories are determined by the state government. The admission to the college is by the centralized allotment policy of government.

Practice teaching schools serve as field for extending expertise of our faculty. Extension activities are frequently conducted in the practice teaching schools in the form of providing orientation programme in new strategies of teaching to school teachers, health awareness programme to school students, counseling to school students and awareness programmes on drug abuse, blood group determination etc.

There are about 20 schools where the student teachers are sent for practice teaching. During the entire period of practice teaching the student teachers perform all the tasks assigned to them by the school authorities other than teaching which include engaging the classes in the absence of regular teachers, holding the charge of class
teachers, conducting morning assembly, organizing science fairs etc. The note books made by the student teachers as part of SUPW are given to the poor students of the model school. Teaching aids prepared by the student teachers are given to the schools situated inside the college premises. There is also a demand for the high performing student teachers from the practice teaching schools and some unaided schools to fill up their temporary vacancies. The practice teaching schools utilize the expertise of the faculty.

The challenges faced by the institution in building a quality institution are

i) lack of placement opportunities for trained B.Ed. students in the Govt. Sector.

ii) Early college admission by the university centres of teacher education and self financing colleges

iii) Lack of co-ordination among the various administrative bodies like Higher education department, Directorate of Public Instruction, Directorate of Collegiate Education University, SCERT.

iv) Lack of competent students due to the blooming of other professional courses in the state.

v) Coping with the differing quality enhancement norms of university, NCTE, UGC and Govt.

vi) Reluctance of male students to opt for teaching profession.

vii) Lack of sufficient time for curriculum transaction.
1.1. Curricular Design and Development

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

Objectives of the institution are:

Intellectual

- To make student teachers understand the theories, principles and current trends in education to keep them in good stead in the new world scenario.

Academic

- To enable the prospective teachers to develop an understanding of the latest methods, strategies and techniques of teaching and learning to meet the global needs of the society.

Training

- To develop teaching skills soft skills, life skills, communication skills and technological skills in student teachers to prepare new generation learners in the school classrooms.

Access to the Disadvantaged

- To prepare student teachers to cater to the needs of the disadvantaged and marginalized along with the other sections of the society.
Equity

- To provide equal opportunities to all the student teachers in the various curricular and co-curricular activities of the institution irrespective of their caste, gender, socio economic status to enable the all-round development of their personality.

Self-development

- To develop leadership qualities in student teachers through various programmes.
- To facilitate through various programmes the all-round development of the personality of student teachers.
- To provide opportunities to student teachers in transacting content through various strategies.

Community

- To create awareness among student teachers to act as useful individuals for the community.
- To prepare student teachers to act as a support system for the respective institutions where they work.
- To inculcate among student teachers a feeling of empathy for their fellow beings.

National development

- To help student teachers make maximum potential development to serve the nation.
- To instill patriotism and religious tolerance among student teachers to act as responsible citizens of the country.
**Issue of ecology and environment**

- To inculcate in student teachers an idea of preservation and conservation of the environment for sustainable development.

**Value Orientation**

- To inculcate positive values and right attitudes in prospective teachers so that they become ideal teachers in any part of the world.

**Employment**

- To set standards for the professional preparation of educational leaders.
- To facilitate the development of all the requisite skills in student teachers to become efficient teachers of the society where they live.

**Global trends and demands**

- To facilitate faster, innovative and responsible integration of technology in education.
- To develop a feeling of universal brotherhood to meet the global challenges as future teachers.
- To prepare student teachers to develop all the necessary skills required in a global situation.

**Social development**

- To prepare student teachers to become socially responsible teachers to frame the minds of future generations.

**Cultural development**

- To enable student teachers to be able to preserve our culture and also to propagate it to the rest of the world.
Aesthetic development

- To inculcate a sense of aesthetics among student teachers so as to make them appreciate various literary and art forms.

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

N.S.S. Training College being affiliated to Mahatma Gandhi University, follows the curriculum prescribed by the same university. All the major decisions are taken by the university through academic bodies like Board of Studies in Education, Department of Education and Academic council. The restructuring of syllabus for the B.Ed programme was undertaken in 2009 by the University, which was entrusted with our principal Smt. Christal Gladis who was the then chairperson of the BOS in Education (UG) and Sri. V. Sreekumar, faculty of our college was also the member, BOS in Education during this period. The whole procedure of meetings of the curriculum committee, review committees and workshops were conducted in our college. The faculty from various colleges attended the different level meetings in our college. The BOS organized a five day workshop in N.S.S. Training College, Changanacherry which was attended by all the teachers of various training colleges under Mahatma Gandhi University. The various core group collected suggestions and opinions from teachers, students, parents and experts through interactive sessions and also through e-mails. The restructured curriculum in Credit Based Semester System (CBCSS) with grading was implemented in the year 2009. Another review workshop was conducted to review the syllabus and suggestions and opinions were collected from the stake holders. All the modifications were intimated to the University and incorporated into the curriculum. The details are given in appendix.
1.1.3 How are the global trends in teacher education reflected in the curriculum and existing courses modified to meet the emerging needs?

The Mahatma Gandhi University took the initiative for restructuring the curriculum for B.Ed programme in 2009. The curriculum was restructured in the credit based system with grading in tune with the global trends in teacher education. The B.Ed programme was the first undergraduate course to be revised to Choice Based Credit and Semester System (CBCSS) with grading in Kerala. To meet the global requirements of our student teachers, the assessment of each course is done on a five point scale and the final grading is done on the basis of a seven point scale. The norms for internal and external evaluation were modified. The number of days of teaching practice was extended to forty days in the second semester. Ecopsychology, Environmental education, ICT, Human rights education, value education, constructivist approach, issue based learning, theme based learning, critical pedagogy, global citizenship are introduced in the syllabus to fall in line with the international standards.

We fully equip our student teachers to handle technological devices like LCD Projectors, DLP, OHP, Digital camera etc. They are also given training to browse internet to access information and to prepare power points. A wide range of programmes are arranged to give our student teachers an idea about global trends and 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

1. We offer Environmental Education as an elective paper

2. A two day camp was organized in the institution under nature club activities.
3. Wetland day celebration, medicinal plants exhibitions were organized.
4. Conducting programmes like seminars, lectures, celebration of days like world environment day, poster competitions, nature tours etc.

Programmes organized for the development of value education are:
1. Regular attendance and punctuality.
2. Moral and spiritual value inculcation through value education classes.
3. Organizing cultural exchange programmes related to the tradition and culture of India.
4. Co-operative learning strategies are adopted.
5. Blood group determination camps are organized to create awareness among students.
6. Celebration of various religious festivals, study tour to various locations in India.
7. Morning assembly, thought for the day, newspaper reading, ‘a quote a day programme’, book review etc.
8. Students are motivated to donate blood on demand.

Programmes arranged for the development of skills in ICT are
1. Power point presentation
2. Web based instruction
3. Net browsing assignments
4. Internet access in the library and computer lab.
5. Digital and smart classrooms
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. The restructured curriculum for the B.Ed programme was implemented in the year 2009-2010. We have been conducting annual workshops to plan and discuss the required modifications in the curriculum. For these workshops, the faculty of our institution browsed various websites to update themselves and to refer to the curriculum and latest trends prevailing in other universities in and outside India. The proposals given by NCERT, NCTE and UGC were adapted by browsing the respective websites. During the framing of the new curriculum, the faculty of N.S.S. Training College, Changanacherry communicated with teachers of other colleges and other universities through e-mails. The suggestions were intimated to experts and to the university through e-mails.

1.2 Academic Flexibility

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

The reflective practices offered in our institution are:

1. Discussion lessons, Demonstration classes, micro teaching under simulated conditions, criticism classes etc.

2. Constructivist lesson formats which provide ample opportunities for reflective practices.

3. Classes on all Saturdays during teaching practice are reflective in nature.

4. The experience sharing sessions after teaching practice.
5. Evaluation techniques and tools like tests, examinations, assignments, seminars, projects etc. also provide opportunities for reflective practices to student teachers.

We provide our students with the latest theory, principles and trends in education in such a way that they become efficient teachers to handle the issues of learners in their classrooms. For students, teaching becomes a reflective practice by being part of activities like brain storming, group discussions, debates, projects, buzz sessions, peer team teaching, seminars, content analysis, book review 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 teacher education programme that we impart in our institution incorporates latest methods, strategies and techniques of teaching and learning. This will keep our student teachers in good stead to handle their future classroom situations in an effective manner. Everyday begins with a group prayer followed by ‘thought for the day’, ‘book review’ and ‘a quote a day’ programme which provide a wide variety of learning experiences to the student teachers. Morning assembly is conducted on all Wednesdays. The student teachers of our college give their expertise to other institutions as judges for arts festivals. Mannam Arts and Sports festival organized by N.S.S. Management provides a platform for our students to interact with the members of other institutions run by our management. Thereby they get an opportunity to plan, organize and execute different types of programmes. Every Wednesday last hour is set apart for association during which students present cultural programmes. Experts from various fields are invited to take class on a range of topics useful for the students. We also celebrate various
festivals and observe nationally, internationally important days. Study tour also provides varied experiences to learners. All the above said experiences can be provided to the learners by maintaining flexibility in the curriculum. In the second semester one hour is allotted for socially useful and productive work where in students are allotted time to prepare various useful products. Other learning related experiences offered to student teachers are:

1. The student teachers are offered three elective courses viz. ‘Environmental Education’, ‘Guidance and Counseling’ and ‘Health and Physical Education’, from which they are free to choose their elective paper.

2. Student teachers are free to choose a topic of their choice for their projects related to optional subject.

3. We have a list of teaching practice schools out of which they are free to select a school for their teaching practice.

4. In the beginning of the course the students select their representatives to form the college union who will be in charge of the various activities undertaken by the college.

5. Competitions on the basis of house system are conducted for sports, games and arts and students are given freedom to choose and participate in the items of their choice. Student teachers take part in various intercollegiate competitions and win prizes for the institution.

6. Student teachers have freedom to select topics for their criticism and microteaching classes and for teaching practice, they prepare teaching manuals on their own for all the thirty classes.

7. We visit orphanages, destitute homes, old age homes etc. for which students and faculty contribute their share of money and materials.
1.2.3 What value added courses have been introduced by the institution during the last three years which would for example: Develop communication skills (verbal & written), ICT skills, Life skills, Community orientation, Social responsibility etc.

To prepare our student teachers for the new global scenario, we have two value added courses introduced in the B.Ed programme.

<table>
<thead>
<tr>
<th>Name of the course</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Value Education</td>
<td>10 hrs.</td>
</tr>
</tbody>
</table>

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 aspects have been incorporated).

I. Interdisciplinary / Multidisciplinary

1. Multi optional /general classes

2. Inter optional house system

3. Multi optional arts competitions based on house system

4. Multidisciplinary college union and subject associations.
5. Multidisciplinary quizzes and debates
6. Multidisciplinary seminars and group discussions
7. Multidisciplinary general tours
8. Multidisciplinary morning assembly, thought for the day, book review, ‘a quote a day’ etc.

II. Multi skill development
1. Communication skill through spoken English courses.
2. Teaching skill through microteaching and teaching practice.
3. Organizing skill by conducting programmes in the college
4. Information retrieval skill by way of collecting information by searching various websites.
5. Technological skill by learning to handle different technological devices.
6. Skill in preparing handicraft items through SUPW programme
7. Literary and artistic skills by participating in such competitions
8. Athletic skills by participating in inter-collegiate and college level competitions.
9. Skill in presenting papers through seminar presentations
10. ICT skill development is enhanced through power point presentation.

III. Inclusive education

We have differently abled students in our institution who are given the same kind of instruction. Remedial teaching is adopted by concerned teachers for weaker students. When we admit blind students we provide them with whatever help they
need. We have Braille book in the library for the benefit of blind students. Blind students were provided with voice recorder by our institution.

IV. Practice teaching

The student teachers are given adequate orientation for teaching practice through discussion, demonstration, criticism, micro teaching lessons and link sessions. Demonstration classes are usually taken by experts in the field, alumni members and senior teachers in schools to provide student teachers with a clear insight as to how they should proceed with a teaching manual to take a class.

The practice teaching session for the B.Ed programme comprises of forty days during which the student teachers are expected to teach thirty teaching manuals in the concerned subject and three physical education lessons. The teaching practice is conducted by sending our student teachers to about twenty schools in Kottayam, Alappuzha and Pathanamthitta districts. During teaching practice student teachers take part in all the activities of the school and also conduct various co-curricular and extracurricular activities in the school on getting direction from the school authorities. (List of teaching Practice schools is given in the appendix).

Student teachers also handle ICT enabled classes in schools wherever they have facilities. Teachers monitor and provide laboratory experiences to students before leaving for teaching practice. Certain other areas which are given focus before teaching practice are question paper preparation, answer script evaluation, school record maintenance, handling problem children in schools etc. All the optional teachers and the principal of the college visit the various schools to observe and evaluate the performance of student teachers. We also collect
feedback from all the teaching practice schools regarding the performance of students.

V. School experience

1. Conducting morning assembly
2. Conducting case studies
3. Conducting action research
4. Participation in school co-curricular activities
5. Participation in the celebration of festivals and days of national and international importance.
6. Participation in school association meetings
7. Organizing sports and games
8. Organizing science exhibition.

VI. Work experience / SUPW

1. Preparation of handicraft items
2. Candle making
3. Soap making
4. Lotion making
5. Fabric painting
6. Ornament making
7. Paper file making
8. Glass painting
9. Notebook making
10. Paper bag making
11. Pot painting
12. Ceramic flower making
13. Envelope making

V. Service
   1. Campus cleaning
   2. Gardening

V1. Any Other

1. Club Activities
   1) Nature Club
      - Environment day celebration
      - Wetland day celebration
      - Conducting Exhibitions
      - Conducting tour
   2) Quiz Club
      - Organizing programmes at college level and at inter collegiate level.
      - Participating in inter collegiate quiz competitions.
   3) Film Club
      - Introducing classical movies in various languages
      - Preparation and presentation of documentary
   4) Music Club
      - Participation in music competition at the college and inter collegiate level.
5) Literary Club

Literary competitions like story writing, essay writing, elocution, wall magazines, recitations, versification. Also conducts book reviews, special talks, new trends in literature and literary theory. Introduction and presentation of various traditional art forms.

6) Tourism Club

Organizing field trips, tours, trekking, camps etc.

7) Health Club

Awareness programmes on health, life style related diseases, Physical education etc.

8) Subject associations.

There are seven subject associations functioning in the college under the leadership of concerned optional teachers and the students. All the subject associations conduct programmes for the benefit of all the students.

9) Extension Activities

We donate books, teaching aids and learning material to our model school every year. The faculty and students also visit orphanages, poor homes, oldage homes and donate food, clothing and money.

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?

Institution encourages feedback and communication from students, alumni, with the help of feedback forms. Every year alumni meetings are conducted on the second week of January. During the meeting students get an opportunity to interact
with alumni members. Expertise of alumni members is utilized for taking demonstration classes, conducting seminars, workshops etc.

PTA general body meeting provides opportunity for parents to interact with concerned teachers which in turn helps in getting awareness regarding the progress and performance of their wards. Feedback regarding the functioning of the college is collected from the parents.

After seminars and workshops feedback is collected from the participants (academic peers from neighboring colleges) in order to improve the quality of the programs. During practice teaching sessions mentors supervise the classes of trainees and give necessary instructions. After teaching practice feedbacks regarding student teachers are collected from the concerned school teachers which are taken for final evaluation of teaching competency.

Management supervises the day to day work of the institution regularly and give sufficient support and feedback. Every year practical examinations are conducted by the university. The members in the board of examinations are from other colleges under Mahatma Gandhi University. After the practical examination members of the Board of Examinations interact with the faculty of the college and discuss the performance of the students.

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

We have developed a mechanism through which the staff council and IQAC meet occasionally to review the curriculum and the opinions and suggestions are intimated to the university and other academic bodies about the changes as and when required.
1.3.3 What are the contributions of the institution to curriculum development?

(Member of BOS/ sending timely suggestions, feedback etc.)

Our principal and faculty served as chairperson and members of Board of studies in Education (UG). Our former principal Smt. Christal Gladis acted as chairperson of the Board of studies in Education and faculty Sri.V. Sreekumar served as the member of Board of studies in Education for a period of four years from 2009. Our former principal Smt. Christal Gladis also served as the member of Board of studies in Education under Kerala University. Our faculty Smt. Beena Rani S., Sri. Pradeep Kumar S.L. and Sri. K.J. Suresh were members of the curriculum committee for the revision of M.Ed. curriculum under M.G. University. Our principal Dr. S.Prem kumar, and faculty Sri. Pradeep Kumar S.L. are the members of the newly constituted BOS from our college. All the faculty of our institution acted as members of the curriculum committee for the revision of B.Ed curriculum. Our faculty Sri. K.J. Suresh served as member in the expert committee to review the grading system on the basis of the Dr. Hridayakumari Commission Report. Sri.K.J. Suresh also acted as member in the higher education committee appointed by the government of Kerala for restructuring the B.Ed Programme to two years.

The All Kerala Training College Teachers Association (AKTCTA) has been instrumental in collecting feedback from the teacher educators of various training colleges regarding the restructured B.Ed curriculum. The association also mediated the procedure in the University to revamp the curriculum based on timely suggestions and conducted workshops to orient teachers on the modifications in the curriculum.
1.4 Curriculum Update

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

B.Ed programme underwent a major curriculum revision in the year 2009-2010. The course structure and syllabus were revised according to the needs of the ever advancing society. New topics like ICT were introduced in the curriculum. The earlier course structure which was annual was changed to two semesters. Optional courses were divided into three separate courses, two in the first semester and one in the second semester. Many curriculum transaction activities like brain storming, group discussion, collaborative learning, co-operative learning etc. were incorporated into the curriculum. Students are given opportunities to make use of the technological devices like LCD and Computer for the teaching learning processes. We evaluate our students through a transparent and continuous evaluation procedure. The grading system is also introduced for the evaluation. The structure of the syllabus is given in the appendix.

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

The institution follows the curriculum prescribed by the Mahatma Gandhi University. The curriculum revision and update are done by the Board of studies in Education (UG). The suggestions collected from the faculty and students are communicated to the university on the basis of which curriculum modifications are made. The AKTCTA has taken active role in curriculum revision by intimating
timely suggestions from the faculty of our institution to the university and BOS in Education in particular.

1.5 Best Practices in Curricular Aspects

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

1. Self-appraisal method to evaluate the faculty members.
2. Feedback from students is analyzed and conveyed to the faculty members concerned.
3. Academic and personal guidance to students are given by way of counseling.
4. Alumni association and a placement cell function effectively.
5. Parent-Teacher association functions well.
7. Net browsing assignments
8. Web based instruction
9. Remedial teaching
11. Publication of seminar papers.
12. Well-equipped library and laboratories
13. Continuous student evaluation.
14. Life skill sessions.

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

1. Co-operative learning
2. Collaborative learning
3. Team learning
4. Debates
5. Seminars
6. Digital and smart classrooms
7. Continuous assessment.
8. Workshops
9. Guest lectures
10. Individual and group projects.

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 NAAC peer team during their visit for the first accreditation and assessment appreciated the academic and other activities pursued by our institution. The team also gave certain suggestions for us to take necessary actions.

   The actions based on the suggestions given by the NAAC Peer team are:

1. A seminar on learning disability was organized in the college where Sri. V. V. Joseph sensitized student teachers about the various aspects of learning disability and the interventions to be provided thereof.

2. We regularly conduct diagnostic tests and provide remedial teaching to all the needy students.
3. For helping the blind students and to bring them forward in the academic endeavors we have provided audio recorders to blind students and purchased braille book and kept in the library for the use of blind students.

4. In the heterogeneous classrooms we have even blind students undergoing the same type of content transaction along with the other students. We also make necessary arrangements like the purchase of audio recorder and braille book for the needy students.

5. In the restructured B.Ed syllabus ‘Learning disability’ as a topic has been introduced in the course titled ‘Personality Dynamics’.

6. Our students are required to conduct only one achievement test during the teaching practice. But as per the request from the school authorities, they conduct more number of test papers.

7. Our student teachers during teaching practice provide training to the students of the respective schools in various co-curricular activities for the youth festivals in schools.

8. The student teachers of our institution get a chance to attend the PTA meetings in their respective schools and collect feedback from parents and take necessary actions accordingly.

9. We take into consideration the changes in the school curriculum and also take suggestions from school teachers before our student teachers plan lessons for teaching practice. They provide notes to students as per the demand from school authorities.

10. Student teachers of our college prepare lessons in such a way that they could teach their students using lot of teaching aids and strategies to make it
interesting for them. Our student teachers provide remedial teaching for the needy students in schools.

11. The student teachers of our college learn various strategies from various seminars and talks arranged in the institution to manage the classrooms effectively without giving punishments.

12. Our student teachers provide food packets and monetary help to the needy students in their practice teaching schools.

13. We train our student teachers to create blogs and encourage them to publish articles and study materials in the same. This also gives opportunity for blog based instruction.

14. The academic programmes of our institution include many seminars, workshops, individual and group projects which provide lot of opportunities for learning to student teachers.

15. NSS Training college has developed a clear vision, viz, “Vidya Viniyogaath Vikas”, the meaning of which is progress results from proper application of knowledge. Being a teacher education institution, the student teachers of our institution are provided with a wide variety of activities to gain knowledge and apply it appropriately. They become future teachers to prepare school students to serve the nation as ideal citizens. Thus the vision is clearly put into practice in our institution.

The NAAC peer team during the earlier visit to our college, gave a recommendation to frame a development plan for the future growth of the college. The development plan of the college was framed in the year 2005, which includes the addition and expansion of the infrastructure facilities and academic development. The plan includes the following to be achieved in future years:
1. Constitution of IQAC
2. Technology lab with better and more sophisticated technological devices
3. Computerization of college office
4. Automation of library
5. Construction of a multipurpose hall
6. A more spacious and well-furnished psychology lab
7. Fully equipped computer and language lab
8. Digital classrooms
9. Blog based instruction
10. Publication of a college journal
11. Smart classrooms
12. Enriching the campus with Wi-Fi connectivity
13. Installation of INFLIBNET

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

   Since the last assessment and accreditation, we have undertaken lot of quality sustenance and enhancement measures. The institution improved a lot with regard to infrastructure facilities. We have incorporated blog based learning, web based learning, seminar presentations with power points and learning with the help of INFLIBNET facility. The college has introduced value added courses like ‘Talk it Easy’ and value education.
2.1 Admission Process and Student Profile

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

The B.Ed admission process is carried out in a transparent manner by the government nominated agency viz. Lal Bahadur Shastri Centre for Science and Technology (LBS). The notifications are issued in the dailies and the applications are submitted online by the candidates. The minimum qualification required for admission to the B.Ed programme is 50% marks in the qualifying examination (B.A/B.Sc). Additional weightage is given to the marks obtained in the postgraduate examination (M.A/M.Sc). The allotment list for the general, community and reservation category are prepared by the LBS on the basis of the index mark obtained by the candidates including the weightage given for the qualifying examination. Eighty five percent of seats for the B.Ed programme are earmarked for allotment through the centralized allotment system whereas the remaining fifteen percent is admitted by the management as per university norms. The institution follows all the reservation policies of the government and university for allotment to the B.Ed programme.
**Figure 1.** Shows the reservation norms prescribed by the government for B. Ed allotment.

General category (55%), Management quota (15%), SC (15%), Community quota (10%), ST (5%). Of the total merit seats available, a fixed percentage of seats are reserved for different categories including sports quota and reservation for persons with disabilities. Three percent seats are reserved for persons with not less than 40% of any disability, out of which 50% seats are reserved for blind students. The blind candidates are permitted to submit their applications directly to the principal.

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

The programmes are advertised through:

- Regional Newspapers
- The Institutional Website (www.nsstcchry.org)
- Government Website (www.lbskerala.com)
The details about the programme are advertised by the government in the newspapers and in official websites. The applications can be submitted online through the official websites.

The information provided about the programme includes:

- Eligibility criteria
- Duration of the course
- Details about the course
- Prospectus of the institutions
- Subjects offered etc.

The Institution has no direct involvement in advertising the course. The details about the programme and curriculum are available in the university website also.

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 has an admission committee which includes management representative, principal, teachers and non-teaching staff to verify and maintain the record of relevant information and documents regarding the admission based on the norms of government of Kerala, NCTE, and Mahatma Gandhi University. The final selection list is issued by the LBS on the basis of index mark, the options given by the applicants and as per the norms of selection. Reservation norms are adhered to in the admission to the seats allotted by the government. The admission committee in the institution also verifies whether the norms are satisfied in the
allotted list. Thus the institution monitors admission procedures to ensure that the determined admission criteria are equitably applied to all applicants.

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 has a privilege of its location and tradition which attracts student teachers of diverse backgrounds. The student teachers from different economic, cultural, religious, and linguistic backgrounds and physically challenged enjoy their individuality in harmony with great diversity in the academic environment. The supporting strategies are as follows:

❖ For Economic Diversity:

✓ Lump-sum-grants for SC/ST students
✓ E-grant for student teachers
✓ PWD scholarships for physically challenged students
✓ UGC grant for BPL category of students (non creamy layer, physically challenged, and economically backward students).
✓ PTA assistance to financially backward students
✓ Financial assistance is provided to the needy students from the staff fund.
<table>
<thead>
<tr>
<th>For Cultural Diversity:</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ In the beginning of the course, detailed profiles of the students are collected to get an idea about the diverse student population.</td>
</tr>
<tr>
<td>✓ Cultural exchange programmes are conducted with the cooperation of our sister concerns.</td>
</tr>
<tr>
<td>✓ Tour programmes are conducted to places of cultural importance.</td>
</tr>
<tr>
<td>✓ The institution encourages group values in students through various association programmes organized on the basis of different subjects and different houses.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>For Religious Diversity:</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ The institution maintains a secular atmosphere in the campus.</td>
</tr>
<tr>
<td>✓ Talks on values are arranged for the learners to inculcate religious tolerance.</td>
</tr>
<tr>
<td>✓ Important festivals like Onam, Christmas and Bakreed are celebrated in the campus.</td>
</tr>
<tr>
<td>✓ Observation of National days by student teachers.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>For Gender Diversity:</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ Equality of opportunity is given to both genders</td>
</tr>
<tr>
<td>✓ The female students from faraway places are accommodated in the two nearby hostels run by the management.</td>
</tr>
<tr>
<td>✓ Women’s cell of the institution organizes various empowerment programmes for female students</td>
</tr>
<tr>
<td>✓ Tutorial sessions by teachers are arranged to provide gender wise personal guidance to students to minimize their personal problems.</td>
</tr>
<tr>
<td>✓ The college union comprises of both men and women as office bearers</td>
</tr>
<tr>
<td>✓ Two posts in the college union, viz. the lady representative (2 ) and vice-chairperson are meant exclusively for women.</td>
</tr>
<tr>
<td>✓ There are separate rest rooms for boys and girls in the institution</td>
</tr>
</tbody>
</table>
For Linguistic Diversity:

- The faculty members take care to transact the curriculum in the learners preferred medium of communication.
- For practice teaching sessions, English medium schools are arranged for students on request.

For Physically Challenged:

- Scribes are arranged for blind / partially blind students.
- Class rooms are rearranged to meet the requirements of Physically challenged students.
- PTA provides learning aids to physically challenged students viz., digital visualizer and tape recorders through funds generated from PTA and Alumni.
- Braille books are secured and kept in the library for blind students.

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

We assess the student’s knowledge and skills through a variety of assessment procedures: They are:

- Entry tests (Pre test)
- Self- Introduction by learners
- Teaching Aptitude tests
- Talent Scan programmes
- Extempore Speech sessions etc
• Specific strategies are followed by the institution to bridge the knowledge gap of the novice student teachers. As part of the admission procedure the principal gives an orientation talk where a very detailed account of the course, the opportunities and the challenges are shared with the parents and the students. This is followed by the interview by the concerned teacher who is member of the admission committee. A personal profile indicating past accomplishments, strengths, and limitations of the student teachers are collected by the teacher educators. First few days of the academic session is set apart for giving orientation to students regarding the institutions mission, vision, objectives, the infrastructure facilities, activities of the college and the curriculum of the course through which student teachers are given an awareness about the B.Ed. programme offered in our institution. The new entrants are allowed to interact with alumni members also which is added advantage for the student teachers at the outset of the course.

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 infrastructure facilities and the expert faculty of the institution provide a conducive environment for learning and the academic development of the students.

• In the first staff meeting of the new academic year teachers are entrusted with different duties like staff secretary, union advisor, PTA secretary, alumni secretary, staff editor, cultural competitions, club activities, excursions, extension, seminars, programme co-coordinator.
A student union is constituted to carry out the various programmes of the college. Representatives of the college and the teachers are entrusted with different duties. They periodically meet and chart out the programmes to be conducted.

Staff council meetings and union executive meetings are conducted periodically to promote interaction and to take democratic decisions.

Seminars/workshops are organized on regular basis for the benefit of both teachers and students.

Celebration of important festivals and observation of important national days like Independence day, Republic day, Gandhi Jayanthi, Women’s day, World Aids day, Environment day, World Science day, Teacher’s day etc are organized in the institution for bringing forth the inculcation of necessary values in learners.

Women’s cell of the college work for the benefit of the female student teachers. The female students get an opportunity to share, raise and discuss the various issues and grievances.

Religious festivals and events are celebrated by students to promote national integrity and secularism. Students from various districts of Kerala represent a miniature society of Kerala. Celebrations based on Onam, Christmas, Bakreed etc and educational tour to various places of cultural importance are successful ventures in this direction.

Nature club - the propagation of an environment friendly culture is the primary agenda of the club. It promotes activities like campus cleaning, planting and protecting of plants etc. Tours are conducted to various places of ecological importance.

Library and computer lab : well equipped with internet facilities.

Technology lab: with all the advanced technological gadgets.
• Psychology lab: with various types of tests and equipments.
• ICT enabled classrooms: all classrooms are equipped with computers and LCD projectors.
• Thought for the day programme: is organized daily by the students which promote interaction among learners.
• Subject associations: each optional subject has its own significance and contributes to the institution and to the society. These subject associations organize a wide variety of programmes for the student teachers.
• Talk by resource persons: talks on value orientation and personality development are organized every year.
• Cultural Exchange Programme: conducted thrice with our sister institution, NSS Training College, Pandalam.
• Some other provisions include:
  • Sports and Arts activities
  • Value added courses
  • Feedback mechanism
  • Counseling cell of the college
  • Exhibitions, workshops
  • Placement cell
  • Tour programmes

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

The student teachers of the institution are from different economic backgrounds, cultural, religious and linguistic backgrounds.

The learning strategies and activities in vogue catering to the diverse learning needs are:
• Creating a stress free learning environment
• Students with artistic talents are given special training and encouraged to participate in competitions conducted by other institutions.
• Educationally disadvantaged students are provided with remedial teaching and special coaching.
• Physically challenged learners are provided with appropriate learning aids
• Encouragement is given to gifted students by providing enrichment programmes, challenging assignments and also motivating them to participate in debates, essay competitions, elocutions and quiz competitions etc.
• Co-operative teaching, reciprocal teaching, group teaching techniques, brainstorming sessions, and initiating discussions to empower student teachers as active learners.
• Tutorial sessions to give assistance to the needy students
• Achieving positive transfer of learning by adopting modern teaching learning strategies.

The different means of catering to the diverse needs of students in 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?

B.Ed programme consists of common course and core course and complementary elective. Common course includes philosophical and sociological bases of education, psychological bases of education, personality dynamics in education and modern educational practices. Core course includes Theoretical
Bases of Education, Approaches and practices in teaching and pedagogical analysis related to the concerned optional subjects. Complementary electives include Health and Physical Education, Environmental education, Guidance and counselling (opted on the basis of students’ choice).

Effective transaction of curriculum through illustrations and life related situations using effective technological devices make student teachers understand the multifaceted role of teachers especially to deal effectively with diversity and inclusion in the classroom situations. In addition to that they extent various motivational and life skill programmes which help them to empower them as teachers to develop knowledge and skills related to diversity and inclusion. Guidance is given to the student teachers to equip them with the skills for making appropriate provisions for the disabled and to adopt necessary teaching learning devices.

- Celebrating various religious and national festivals
- Following a uniform dress code in the institution to ensure equity
- Incorporating team activities, collaborative learning, group discussion, brainstorming sessions etc in the day to day activities of the college
- Familiarizing students with simple psychological tests
- Educational Psychology is included as a common course for students in both semesters. In the second semester there are units like Intelligence, Individual differences, Personality etc. In the unit individual differences, students are given a clear picture related to the nature of heterogeneous classrooms and diverse learners- the differences existing among students such as gifted, backward and disabled. They are taught the educational
provisions for each category, which help the student teachers in handling the classes during the practice teaching sessions.

- Child Study: In educational psychology, there is a practical project entitled “Child /study”. During teaching practice session, each student teacher has to conduct a project based on a student in his/her class (an exceptional learner). The trainee has to collect data with the prepared tools, and through conducting sociometry. This study helps the student teachers a lot in observing, understanding and analyzing the diversity of heterogeneous classrooms.

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

The institution ensures that the teacher educators are knowledgeable and sensitive to cater to the needs of the students with the following practices:

- Ensuring the competency of the faculty at the time of appointment
- Collecting peer feedback and student feedback to assess staff members
- Staff meetings are held regularly during which suggestions are made for improvement
- Periodical assessment of the staff through self appraisal reports
- Encouraging the faculty members to attend periodical seminars/workshops/refresher courses to get enriched with latest methodologies which cater to individual differences and diverse student needs.
Series of personality development programmes for sensitizing educators and students

Periodical visits to social organizations like orphanages, old age homes etc

Teachers are encouraged to attend orientation programmes and refresher courses conducted by Academic staff colleges.

National and regional level seminars on innovative topics are organized by the college.

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

- Seminars/Workshops are periodically organized on topics like,
  1. Learning Disability
  2. Adolescent stress management
  3. Personality development
  4. Life skills

- Visits to special institutions and orphanages help in sensitizing student community regarding the need to cater to individual differences and also about the importance of special schools and inclusive education.

- Seminars: The student teachers prepare lesson notes and PowerPoint presentations on areas like individual differences and asked to take classes with the aid of technology.

- Psychological Tests: Students are given experience in both paper pencil tests and performance tests. Tests related to attention span, finger dexterity,
attitudes, intelligence etc. are administered to trainees which in turn give them an awareness regarding the diversity among learners.

- Training is given to student teachers in effective utilization of modern technological devices in the field of education
- Workshop in Life skills and Personality development
- Group discussions based on diversity and adolescent problems
- Special talks on learning disability and inclusion by experts
- Student teachers are encouraged to participate in competitions, club activities, sports, celebration of festivals and important national days so as to equip them to cater to various needs.

2.3 Teaching- Learning Process

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

- Library use: Students are provided with library hours which are meant for supervised study where students learn under the supervision and guidance of the concerned teachers.
- Focus group: small focus group discussions and interactions are held as part of the curriculum transaction and tutorial work. This provides opportunity to interact with peers.
- Individual Projects: Project work is an integral part of curriculum for internal and external evaluation. Group projects are given for general subjects and small group projects and individual projects are there for all the optional
subjects. Simulation: For proper curriculum transaction microteaching sessions are conducted in all optional subjects for mastery of any three skills. Here peers acts as students which is a safe practice ground for the student teachers.

- Peer Teaching: Seminar sessions are handled by students which facilitate peer teaching. Content topics are also handled by trainees in collaboration with peers.

- Role-playing: In micro teaching sessions, peers play the role of students in simulated situations. During practice teaching sessions and for criticism classes, students adopt role playing as a teaching strategy.

- Internship: The teaching practice session is for 40 days which consists of 30 working days in different schools. Practice teaching is a compulsory aspect of curriculum. It consists of 40 days and student teachers are expected to take not less than 30 lessons in the concerned optional subjects in different practice teaching schools.

- Practicum: Assignments, psychological tests, SUPW, and art education are done as practical work. Moreover, practical works like preparation of charts, models, transparencies and CD’s and child study forms part of general and optional subjects.

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

1) Through a series of Participatory activities

   Participatory learning is a group learning approach where the learner takes an active part in the learning process which provides maximum amount of freedom
and self-determination. The different ways of curriculum transaction used by our college are as follows:

A. Debates
B. Group discussions
C. Seminars (Optional and General subjects)
D. Workshops (Questionnaire preparation), on Teaching aids preparation
E. Brainstorming sessions
F. Panel Discussions (on general topics).
G. Collaborative learning activities
H. Co-operative learning strategies
I. Microteaching sessions
J. Field trips
K. Interaction sessions

Numerous learning experiences (detailed in 2.2.3 and 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.

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

An overview on Models of teaching is delivered to students in the general class. Lesson plans based on selected models are prepared and taught in optional class rooms. Models like Concept Attainment Model, Role-play, Synectics, Inquiry training model, Advance organizer model, Jurisprudential Model, etc are practiced in the optional classrooms.
The various instructional approaches provided to the students to ensure effective learning are Cooperative Learning Model, Film based learning (FBL) 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 Co-operative Learning Model is as follows:

The students are divided into different groups and the topic to be learnt is divided into sub topics and assigned in each group. Each group then discusses the topic 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 group. In this phase, the group members teach one another the topics they have expertise in. Thus the students are engaged in active learning by engaging in teaching and learning.

**Innovative Approach in Teaching-Learning:**

**Group Teaching Model:**

Seminars in general(optional) topics are given to selected groups of student teachers. The group has to prepare teaching points and the group presents it in class with the help of power point presentations. Team teaching, collaborative and co-operative learning strategies are also adopted. The seminar sessions are followed by classroom discussions and relevant feedback is given by the concerned teachers.

**Peer Evaluated Seminars:**

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

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

Peer Evaluation of Class tests

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

Reciprocal Teaching

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

Assignments through E-mail

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

Self-Regulated Learning

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

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

Yes the institution has provision for additional training in models of teaching. Subject experts from SCERT and various DIET handle demonstration classes/model classes for the benefit of both students and the faculty. Each student has to prepare 2 lesson plans based on any two select models and has to take classes.
<table>
<thead>
<tr>
<th>Optional Subject</th>
<th>Models Selected</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>Concept Attainment Model, Synectics Model</td>
</tr>
<tr>
<td>Malayalam</td>
<td>Advance Organizer Model, Synectics Model, Concept Attainment Model</td>
</tr>
<tr>
<td>Hindi</td>
<td>Concept Attainment Model, Synectics Model</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Concept Attainment Model, Inquiry Training Model &amp; Advance Organizer Model</td>
</tr>
<tr>
<td>Natural Science</td>
<td>Concept Attainment Model, Inquiry Training Model &amp; Advance Organizer Model</td>
</tr>
<tr>
<td>Physical Science</td>
<td>Concept Attainment Model, Inquiry Training Model &amp; Advance Organizer Model</td>
</tr>
<tr>
<td>Social Science</td>
<td>Concept Attainment Model Juris Prudential Model</td>
</tr>
</tbody>
</table>

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

Yes, the student teachers use microteaching technique for developing teaching skills. Students are given one week intensive practice in micro-teaching on different skills.

- Skill of stimulus variation,
- Skill of using black board,
- Skill of questioning
- Skill of explanation and Skill of reinforcement are the skills usually practiced.
The procedure is as follows:

- Orientation on theoretical aspects of micro-teaching by teacher educators
- Skill demonstration by the teacher educators
- Skill practice by student teachers
- Link practice
- Feedback by the teacher educator

Each student has to prepare three lesson plans based on three select teaching skills. After the class, feedback is given by the teacher educators and peers.

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).

In the B.Ed programme, the duration of teaching practice session is 40 days which includes 30 working days. Student teachers are expected to take a minimum of 30 lessons of 45 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, judging competitions etc.

All the classes are taken under the supervision of the mentor teachers of the school. The student teachers have to get the approval from the school teachers for each lesson plan before they proceed to take classes. The principal of the college and the concerned optional teachers observe the classes of student teachers at regular intervals during the course of teaching practice. While taking classes, peer
observation is also encouraged which help the student teachers a lot in improving their teaching. The concerned school teachers also observe the classes of student teachers and give necessary feed back to them. Observation schedules/evaluation proforma are given to school teachers before the commencement of the teaching practice and the same is taken into consideration for the final evaluation of teaching competence. During teaching practice, the students have to report to the concerned optional teacher every Saturday for correction of teaching manuals and for obtaining feedback. It also provides an opportunity to clear their doubts related to teaching and other school related activities.

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

The teaching practice session is scheduled to be held in the second semester of the two semester B.Ed programme. The student teachers go to schools in a single block and complete the practice teaching in one spell. The teaching practice of the institution takes place in the following steps:

- Getting prior permission from the twenty three concerned school authorities
- Intimating the date of commencement and period of practice teaching to the heads of schools concerned and getting their approval
- Alloting schools to the student teachers
- Getting syllabus and timetable well in advance from the respective practice teaching schools
- Sending student teachers for practice teaching
- Evaluating student teachers by the optional teachers and mentor teachers
- Peer observation
40 days are allotted for teaching practice. During this session, apart from classroom teaching students engage in all activities of the respective schools. (details enlisted in 2.3.6)

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

Yes, the practice teaching sessions are developed in partnership cooperatively by involving the school staff and mentor teachers. The date of commencement, conclusion and the period of teaching practice are decided in consultation with the school authorities. The portions to be taught by the student teachers and the time tables are prepared and assigned by the school mentor teachers. The student teachers get approval for the lesson plans and also feedback regarding their classes from their mentor teachers of the concerned schools. The teaching aids, strategies and techniques for teaching are selected, modified and incorporated into teaching by the student teachers with the help of the mentor teachers. The concerned optional teachers of our institution observe the classes and provide feedback for further improvement. For assigning the final grade of student teachers the evaluation of school mentor teachers are also taken into account. (Detailed in 2.3.6)
2.3.9 How do you prepare the student teachers for managing the diverse learning needs of students in schools?

- Before practice teaching, the student teachers are well oriented with the teaching skills, different methods and techniques of teaching, models of teaching, preparation of different teaching aids, power point presentations etc.
- Classes by the experienced teachers of the schools
- Encouraging the use of multi-sensory approach in teaching
- Educational Psychology is included as a common course for students in both semesters. In the second semester, there are units like Intelligence, Individual differences, Personality etc. In Individual differences, students are given clear picture related to the nature of the diverse/heterogeneous classrooms. They are provided an idea regarding the differences existing among students such as gifted, backward students as well as disabled. Also they are taught the educational provisions for each category, which helps the trainees a lot in handling the heterogeneous classes. They know how to cope with individual differences in classrooms.
- Child study is included as a practical work in educational psychology. Here each student teacher has to study the behaviour of an adolescent during the practice teaching session and should submit a report. Various psychological tools are used to collect data related to the case.
2.3.10 What are the major initiatives for encouraging student teachers to use/adopt technology in practice teaching?

Students are encouraged to use audio visual technology while taking classes and seminars in the college. Power point presentations are compulsory part of the syllabus. Also they are encouraged to use over head projector for taking classes. Optional classrooms are converted into digital and smart class rooms, which provide opportunities for students to use computers, LCD’s etc.

ICT is an integral part of Common course: Modern Educational Practices. Theoretical aspects are included in the core IT paper and practical consists of three phases:

- **Familiarization Phase:** concerned with one’s initial exposure to technology. (Technology lab)
- **Utilization Phase:** here the trainee prepares and tries out the learnt technology in class rooms, usually in simulation (Transparencies, power point presentations etc).
- **Integration Phase:** Here the trainee purposefully integrates the learnt technology into his/her macro classroom teaching.

Students are also motivated to prepare short documentaries on various topics. Prathibimbam” is a short film prepared by our students. Internet and INFLIBNET facility are available in the library and computer lab, which are accessible to students. Students are also encouraged to create blogs. Internet accessibility and language lab help the students to acquaint themselves with the technical know-how. (Detailed in 2.3.8)
2.4 Teacher Quality

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

After obtaining permission from the DEO, the number of students to be allotted to different schools is collected from the school authorities depending upon the number of divisions. Portions and timetable for teaching practice are also given by the school teachers. The record book is prepared with thirty lesson plans in the optional subject for teaching practice which is evaluated both by the concerned optional teacher and the mentor teacher. The evaluation done by the mentor teachers are also considered while assigning the final grade of the student teachers.

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?

165:23 is the usual ratio (23 neighboring schools are selected for practice teaching. The decision is taken based on the following criteria:

1. Proximity of students’ residences
2. Availability of subject hours in the school
3. Availability of divisions in the school
4. Co-operation of practice teaching school authorities

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

Before sending student teachers to schools for practice teaching, they have to participate in discussion classes, observe demonstration classes, practice micro teaching skills and take and analyze criticism classes. After each microteaching
class feedback by the supervising teacher and peer evaluation are provided and necessary modifications are made and re-teaching sessions are conducted. Criticism classes are followed by sessions wherein constructive criticism and feedback are provided by the peers and the concerned optional teachers.

- Each student has to take a criticism class, with the school students in their optional classes utilizing AV technology. The optional teacher and the peers observe the classes and the observations are marked in the prepared observation schedule. After the criticism class, there is the constructive criticism session which helps the student teacher a lot in understanding the limitations and shortcomings of his/her class. Modifications are discussed and feedback is given by the teachers.

- Microteaching sessions are conducted as a part of improving teaching skills. All student teachers are given opportunity to practice microteaching under simulated conditions.

- During teaching practice, the optional teachers have to observe the classes of student teachers and feedback is provided by the teachers.

- Feedback is provided by the concerned school teachers and peers also.

- The concerned school teachers have to fill in the observation/evaluation schedule given from our institution.

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

Experts in the field give orientation and lectures to the student teachers to acquaint them with the latest trends related to policy directions related to the school curriculum. The curriculum of the optional subjects and general subjects are in tune with the policy directions and educational needs of the schools. Moreover, school teachers take demonstration classes based on new strategies. Changes are made in the lesson plans and mode of evaluation in accordance with the changes in the school syllabus and curriculum. The changes in the school curriculum are taken into account when topics like critical pedagogy, constructivism, issue based learning, theme based learning etc. were incorporated into the B.Ed curriculum.
2.4.5 How do the students and faculty keep pace with the recent developments in the school subjects and teaching methodologies?

Students keep pace with the recent developments in the school subjects and teaching methodologies through:

- Awareness classes given to students by experts from SCERT regarding the changes in the curriculum
- Pedagogical analysis of text books and familiarization of hand books
- Surfing of digital resources like internet and online depositories
- By attending seminars and workshops organized by colleges/DIET’s
- Interactive discussions with experts and officials of SCERT and DIET
- Conducting Classroom based action researches
- Model classes for student teachers taken by alumni members

The faculty members regularly attend the following:

- Seminars/ workshops organized by other institutions and DIET’s regarding school curriculum.
- Various seminars/workshops are organized by our college on Critical pedagogy and Issue based learning.
- Five day workshop on Restructured B.Ed curriculum (credit and semester) was also organized in our institution, sponsored by M.G University.
- Review meetings were also conducted in our college on different subjects which were attended by our staff members and teacher educators from other institutions, which in turn helped us to keep pace with the recent developments in teaching methodologies.
Faculty members of our institution took the initiative in organizing meeting of different subject associations where discussions and workshops on lesson plan preparations, CCE, and methods based on revised school curriculum have taken place.

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.)

- Orientation courses and Refresher courses conducted by Academic Staff colleges
- Workshops are periodically arranged for staff development (workshop on critical pedagogy, issue based teaching, on specific optional subjects etc)
- Seminars on Grading, credit and semester system
- Subject-wise workshops were led by experts from SCERT, DIET.
- Five day workshop on Restructured B.Ed curriculum construction sponsored by M.G. University.
- Other personality Development Programmes
- Seminar on Value Education
- UGC sponsored two day National Seminar on “Spiritual Intelligence- A paradigm for holistic development among learners”.
- UGC sponsored two day Regional Seminar on “Awareness about Human Rights and duties among women teachers”.
• UGC sponsored two day National Seminar on “Naturalistic Intelligence-Harmonizing Scientific Inquiry and Eco friendliness in learners”.

• One day Regional seminar on "Eco-Pychology: Promoting Environmental Ethics".

• UGC sponsored Two day National Seminar on “Positive Psychology-Exploring Cognitive, Social and Emotional levels of well-being in learners”.

• Presenting Research and thematic papers in National seminars

• Publishing articles in Journals/books/compendiums/proceedings

• Pursuing higher studies leading to Ph.D.

• Substitute teachers are arranged for teachers on leave/FIP

Faculty members are encouraged to attend various seminars/workshops/conferences organized at regional/national and international levels. By attending all these career development programmes organized in the institution and attending the seminars/workshops/conferences organized by other institutions the teaching faculty could enrich their professional competency and skills.

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

Yes, the institution adopts the following mechanisms to reward and motivate staff members.

- The institution encourages the participation of the staff in the process of decision making for the institutional functioning.

- Encourages the faculty to do research leading to Ph.D.
Provides various technological resources for strengthening the teaching learning process

Promotes the staff to acquire additional qualifications and skills

Motivates the staff to attend professional development programmes such as seminars, conferences and workshops

Encourages the faculty to act as resource persons to different colleges and institutions.

Felicitation meetings are conducted and rewards are given for the meritorious achievements of the staff members. All minor achievements of the staff members are immediately reinforced. Those who are awarded with Ph.D are felicitated by organizing meetings.

2.5 Evaluation Process and Reforms

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

The college atmosphere is conducive for teacher education. Necessary infrastructure, technological devices, sufficient number of classrooms, laboratories, auditoriums, seminar hall, waiting rooms (boys and girls), toilet facilities and a well-equipped library are there in the college in accordance with the norms laid down by NCTE. The students are free to approach the faculty members and the teachers are ready to solve their personal and academic difficulties. Personal
counseling is provided to needy students. The service of a trained counselor is made available whenever the need is felt. The college regularly arrange talks by expert counselors. There is grant from the UGC for organizing and conducting counselling programmes. The college provides a better environment /safe practice ground for students to utilize technological devices.

All the teachers serve as role models to students and are well equipped to prepare student teachers. All the thirteen teachers are well qualified (norms of UGC and NCTE) out of which five are Ph.D degree holders and five M.Phil degree holders. Two of the faculty members have submitted theses and others are seriously pursuing research. They attend seminars/workshops/and refresher courses periodically to update themselves with the latest knowledge and technologies.

Grievance redressel box is kept in the general auditorium through which students can give vent to their grievances regarding the environment, teaching, teachers, and activities in the college such as seminars, talks, and college union programmes. Feedback forms on infrastructure facilities, curriculum and teachers are collected from the students. These mechanisms help in identifying and communicating barriers to student learning.

Every month the grievance committee discusses the grievances and necessary steps are taken to redress grievance. The feed back form collected is analyzed and steps are taken to overcome the short comings.
<table>
<thead>
<tr>
<th>Barriers to student learning</th>
<th>Steps to identify</th>
<th>Addressed through:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Infrastructure, methods of teaching etc.</td>
<td>Grievance redressal box</td>
<td>Rectification procedures</td>
</tr>
<tr>
<td>Personal problems</td>
<td>Tutorial sessions</td>
<td>counselling</td>
</tr>
<tr>
<td>Technology related issues</td>
<td>Informal talks</td>
<td>Group guidance</td>
</tr>
<tr>
<td>Difficulties to understand certain topics</td>
<td>Tests/Examinations</td>
<td>Remedial teaching</td>
</tr>
</tbody>
</table>

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

Assessment consists of both:

- Internal Assessment and
- External Assessment.

(Details of both are attached in Appendix)

Components of Internal assessment: Test paper, Assignment/Seminar/Project/Survey and Attendance. Criteria for each of these components are specified in the syllabus.
A. Theory:

Component                                      Marks
Attendance                                          5
Assignment/Seminar/Project               5
Test Paper                                      10
Total                                            20

Evaluation is made transparent by publishing the marks of each course before the commencement of the external examination.

Weightage given to Theory and Practical in Examinations

<table>
<thead>
<tr>
<th>Examination</th>
<th>Internal Examination</th>
<th>External Examination</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theory</td>
<td>20%</td>
<td>80%</td>
</tr>
<tr>
<td>Practicals</td>
<td>50%</td>
<td>50%</td>
</tr>
</tbody>
</table>

B. Practical

Practical part of the examination comprises of evaluation of records submitted by students and their teaching competency.

External examination comprises of theory and practical. The external examinations are conducted by the University at the end of each semester. Practical
examinations are conducted by an external evaluation board constituted by the university.

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

- The student’s performance in tests, assignments, class tests and other activities are assessed and individual feedback is provided by the concerned teachers.
- The feedback is also communicated to the teacher in charge of the tutorial group and remedial measures are adopted.
- After the examination, marks are communicated to parents through PTA general bodies. The internal assessment is transparent in nature. The marks provided (for attendance, internal examination, and assignment/project/seminars) are displayed on the notice board for the convenience of the students and there is provision for grievance redressal. In order to address the grievances of students, a 3 tier grievance mechanism is envisaged (Concerned teacher, Principal, University). A student can go to the upper level only if the grievance is not addressed at the lower level.
- Level I – Teacher Level (the concerned teacher).
- Level II – College Level (a committee with the Principal as Chairman, Co-coordinator, a teacher nominated by the college council as member).
- Level III – University Level (Committee constituted by the Hon. Vice-Chancellor).
The college council nominates a teacher as programme co-coordinator of Internal Evaluation. This co-coordinator shall make arrangements for providing awareness regarding the components of internal evaluation to students immediately after the commencement of the First semester.

The external evaluation consists of six theory course papers in the first semester and three theory course papers in the second semester. Moreover, the grades for teaching practice and the practical works assigned by internal as well as external examiners are combined to ascertain the final grades of students.

(The details of the evaluation are given in Appendix).

2.5.4 **How ICT is used in assessment and evaluation processes?**

- Computers are widely used for preparation of mid semester internal examination question papers.
- ICT is used in the preparation of evaluation schedules, mark sheets, in the analysis and recording of results.
- The internal marks are submitted online to the university through university examination portal.
OHP’s and LCD’s are used for evaluating the seminar presentation skills of students. It also helps in evaluating the subject competency and communication skills.

Language lab is used for evaluating and correcting linguistic skills.

Some of the select assignments are submitted by students through E-mails.

Action projects are also submitted by students through E-mails.

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?

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

Best Practices in Teaching and Learning

Brainstorming sessions

Here, first the question/topic is given to the whole class. Students are asked to give immediate responses. One student is asked to note down the opinions on the Black board. Thus within 10-15 minutes, a large number of responses are obtained. This
is followed by general discussions- all important aspects are discussed. Finally the teacher consolidates the points and gives the correct details about the topic. This promotes creativity and critical thinking abilities.

- **Reciprocal teaching:**

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

- **Group Seminar:** It is a method incorporating team teaching. Here a particular topic is given to a select group of students. They have to divide the subtopics and prepare lesson notes as well as PowerPoint presentations and transparencies based on it. Then it is followed by teaching the areas one by one by the same group. After teaching, there is discussion followed by feedback session.

- **Thought for the day programme:** Every morning after the prayer, half an hour is set apart for presenting a topic which has educational and social value. One student presents the topic which is followed by discussions.

- **Cognitive warming up:** Here also students are given opportunity to think over a topic which has educational relevance. Maximum student responses are collected and discussed.

- **Review of books:** Every day ten minutes is set apart for book review. Students select books from varied fields and present its summary.

- **Administration of FIACS:** Flanders Interaction analysis category system is administered to all the students, and the details are coded and feedback is provided to learners.
• Quote a quote: Everyday students write a quote by famous personalities on the black board.

• Teacher trainees are given opportunity to watch films relevant to the content. This Film based learning model enables the learners to attain instructional goals.

• The faculty engages in collaborative sessions to analyze the unique practices followed in each subject

Best Practices in Evaluation

• Submission of select assignments by students through E-mail

• Self-evaluation by students: For valuing assignments, pre-fixed criteria is prepared and given to students prior to assignments. Based on the criteria the students evaluate their own assignments and award grades. The teacher crosses checks the self evaluation done by students.

• Peer Evaluation: Some of the assignments, lesson summaries and surprise tests are evaluated by peers using the given marking schemes.

• Online interaction with teachers is also done periodically, when the students are in need.

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

a. **Surprise tests:** Such tests are usually given immediately after the completion of a unit/topic. It really helps us to evaluate how far students are following the subject matter. Moreover, it helps in evaluating teaching also. Usually short questions are given for these tests.
b. **Lesson summary presentations:** At the end of a lecture hour, students are asked to write the class summary on a piece of paper. Usually 10 minutes are given for the purpose. The answers are collected and evaluated.

c. **Evaluation on the basis of participatory activities:** Group discussions, brainstorming sessions, debates, panel discussions etc are used as modes of transaction of content. The performance of students in all these activities is evaluated. Moreover, the reports prepared by students are given grades based on their performance.

d. **Evaluation based on Assignments:** The assignments are thoroughly valued and grades are awarded based on their quality. A, B, C, D and E are the grades to be allotted. Those who get E grade has to rewrite the assignment for final submission.

e. **Evaluation based on class seminars:** Topics to be taken are given earlier for seminars. Students have to refer books or other means to prepare the seminar papers. Then they have to present seminars during class hours. The concerned teacher evaluates the seminar sessions as well as the prepared seminar papers.

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

All our classrooms have been converted into digital class rooms. ICT enabled instruction is provided using technology in the classrooms. The faculty members are adept in delivering lectures on various topics related to their subjects and also provide orientation in microteaching and macro teaching lessons with the help of LCD’s, and OHP’s. They have a deep knowledge and vast experience in
developing and using different teaching aids and instructional techniques. Every teacher has his/her unique classroom interaction techniques and teaching methodology. They use activity oriented, student-centred, project based and participatory strategies in their classrooms for imparting instruction. The faculty members have developed various learning packages using technology (transparencies, power point presentations, modules) etc. to teach student teachers effectively. The effective use of black boards and AV aids give an extra edge for best practice in the instructional field. Our students are also motivated in the preparation of documentaries and short films.

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

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

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

Apart from teaching practice, our college maintains a close/cordial relationship with all our schools. Extension programmes are organized in our
model/neighboring schools. Awareness programmes are also organized periodically. Our faculty members provide their expertise for the school students. Health awareness programmes, Blood group determination, literary programmes etc are conducted to school students by our faculty members. Every year we organize an exhibition of teaching aids and SUPW products for the benefit of school students. The Principals and Head’s of these institutions attend all the important functions of our college. The health awareness programme by Dr. Pushkala was followed by an essay writing competition for school students. A number of counseling programmes, leadership training programmes and personality development programmes are conducted for school children. Moreover, notebooks, school uniforms and teaching aids are given to needy school children every year as part of our extension programme.

- The following are the programmes conducted by the institution in the neighboring schools as part of the extension activities.
  - A talk by Prof. Christal Gladis at NSS girls high school, and SH high school)
  - Sreekala on “Identifying Myself” at NSS English medium high school
  - Suresh K.J at NSS Higher secondary school on “Exam fear”
  - Jayalakshmy R conducted a one day Workshop on ‘Malayala Kavitha-Ezhuthum Vayanayum’ at NSS English Medium High School, Perunna.

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

1. Preparation of learning packages
2. ICT enabled learning materials
3. Extension activities in schools by providing teacher expertise
4. Preparation of microteaching lesson and models of teaching

Research work: studies on different factors of multiple intelligence, Naturalistic intelligence are conducted by the faculty members. Data collection of various research programmes related to school education are carried out in the schools by the faculty members.
Criterion III
RESEARCH, CONSULTANCY AND EXTENSION

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

A facilitating atmosphere is prevailing in this institution for active research. Continuous encouragement is given to the faculty members to participate and present papers in seminars, publish papers in academic journals and take up research projects. All the letters, brochures and circulars regarding seminars, conferences and workshops calling for research projects are immediately communicated to the teachers. They often attend research methodology seminars. Teachers are given duty leave to participate in seminars, workshops, conferences and present papers. The institution takes special attention to appreciate and felicitate every research achievement of the faculty.

Out of the thirteen faculty members; five are doctorate degree holders, two have submitted the thesis, and another five are pursuing active research in various Universities. Five faculty members are M. Phil degree holders. Two faculty members availed F.I.P. of UGC to conduct their research. Substitute teachers are appointed immediately to ensure the smooth conduct of the academic activities, in place of those who take study leave for the purpose of research by availing Faculty Improvement Programme.

- Ph. D holders - 5
- Submitted thesis - 2
- Pursuing active research - 5
M.Phil degree holders - 5
Availed FIP - 2

All members of the teaching faculty form the research committee for submitting project and seminar proposals. The institution provides internet and digital library facility like INFLIBNET to the staff to promote active research. Authentic research text books are purchased for the library.

The minor research project proposal submitted by Dr. K. Rema Devi, Associate Professor on an innovative and challenging area “Application of Brain Based Learning in Teaching Chemistry at Secondary Level” was sanctioned by UGC. Though she has been promoted as Principal and transferred to NSS Training college, Pandalam last year, she carried out most of the work related to this project during her tenure in this college. Two minor project proposals were submitted to the UGC for financial assistance last year. Projects on Stress management of student teachers by Dr. Suresh K.J. and Multiple Intelligence and teaching competency of student teachers by Dr. Anitha.S.M. have been submitted to UGC this year.

Dr. Prema Kumar, Dr. Sreekala. K.L., Dr. Suresh K.J. and Dr. K. Rema Devi offers consultancy as experts for research works like M.Ed. dissertations, validation of research tools etc. Dr. Prema Kumar, Principal was an M.Ed research guide and member of the evaluation committee of M.Ed thesis from 2007 to 2013 in Calicut University and Kerala University. Teachers also provide necessary research guidance on request to research scholars and M.Ed students from other colleges and university departments.
Our institution is a pioneer trend setter in organizing National and International Seminars on innovative topics of recent research. International seminar on “Cognitive Restructuring”; national seminars on Naturalistic Intelligence, Spiritual Intelligence, Stress Management, Positive Psychology and state level seminars on Human rights Education and Eco-Psychology are noteworthy to be mentioned. The library subscribes to many research based journals. The faculties of our institution attend various research based seminars regularly.

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

Major thrust areas of research in which the faculty of the institution engaged are

- Multiple Intelligence
- Stress and Coping Strategies
- Emotional Intelligence
- Learning Disability
- Models of Teaching
- Innovative Teaching Strategies
- ICT in Teaching and Learning
- Experiential Learning
- Teaching and Teacher Competence
- Creativity
- Cyber literature
- Feminist politics and literary criticism
- Multimedia strategies
- Programmed instructional strategies
- Dealing with underachievement and low achievement.
3.1.3 Does the institution encourage action research? If yes, give details on some of the major outcomes and the impact.

The college takes special interest in conducting action research. The student teachers of our institution carry out action research on the various sensitive classroom issues related to teaching–learning during their teaching practice. Thus, problems related to practice teaching, class management, environmental issues etc. are taken for action research. Based on the findings, we conduct regular remedial teaching programmes for students and also take initiative to supply teaching aids and learning materials to the school students.

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

The faculty members participate and present papers in the state, national and international level seminars and conferences. The details of seminars/conferences/workshops attended and organized by the faculty members are attached in the Appendix.

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 3 years.

The faculty members themselves develop and encourage students to develop multimedia and power point presentations, audio-visual materials, teaching aids as well as print and non print materials on various topics which can facilitate the teaching-learning process. Our faculty took initiative in preparing a question bank which is useful to both students and teachers.
Dr. K.L.Sreekala prepared Instructional modules on Educational planning and Management. She has also prepared a learning package on Experiential learning.

Dr. K.Rema Devi, Associate Professor, published a book “Strategies for Teachers” for B.Ed. and M.Ed.classes.

Dr. Suresh K.J. has written several articles and Plays in “Patipura” of the Malayala Manorama Daily, “Samakalaika Malayalam” Weekly and “Prasadhakan” magazine on environmental issues, educational issues, Exam related Stress and Coping.

Smt. Beena Rani.S prepared a multimedia package for augmenting the phonemic awareness and vocabulary instruction in English for students with reading disabilities.


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

The institution provides internet and library facilities to prepare instructional materials like CDs, power point presentations and transparencies. Utilizing the facilities available in our institution students prepared two documentary films. The library is equipped with good stock of Text books, Hand books and Journals. Facilities available in the college for the teachers and students are listed below.
A full-fledged computer lab with 27 computers and Wi-Fi internet facility
Software of Language lab is installed in computer lab to use it as a Language lab to develop the communication skills
Well equipped Educational Technology lab with Computer, Handy cam, Digital Camera, Interactive Projector, Over Head Projector and Internet facility.
Library with internet, INFLIBNET, computers, Photostat machine, textbooks, hand books, teacher’s manuals, reference books, journals, encyclopedias, question bank, magazines, news papers in regional language and English, CD ROMS prepared by SIET.
Digital and smart classrooms
Work experience lab for exhibiting art and craft materials.

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

Teachers and students prepare power points and transparencies on various topics for classroom teaching as part of the teacher preparation programme. With the help of the teachers student teachers made two short films also.

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

a) Organized by the Institution:

Our institution organized the following workshops.
1. Five day workshop on Restructuring B.Ed. Curriculum (Choice Based Credit and Semester System) on 14, 15, 20, 21 and 22 May, 2009.

b) Attended by Staff:

List of training programmes and workshops attended by staff is given in Appendix

c) Training provided to the staff:

1. All Teachers of this institution took part in the workshop for curriculum design and review workshop on various subjects.
2. Training in the use of technological devices.

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

<table>
<thead>
<tr>
<th>Journal</th>
<th>Name of faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Edutracks</td>
<td>Dr.K.Remadevi, Dr. Suresh K.J.</td>
</tr>
<tr>
<td>International Educator</td>
<td>Dr.K.Remadevi, Dr. Sreekala.K.L.</td>
</tr>
<tr>
<td>Anvikshiki - Indian Journal of</td>
<td>Dr.K.Remadevi, Smt. Jayalakshmy R.</td>
</tr>
<tr>
<td>Research</td>
<td></td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------</td>
</tr>
<tr>
<td>Innovations in Research and Education</td>
<td>Dr. Suresh K.J.</td>
</tr>
<tr>
<td>Education Plus</td>
<td>Smt. Jayalakshmy.R</td>
</tr>
<tr>
<td>Education for All</td>
<td>Smt. Jayalakshmy.R</td>
</tr>
<tr>
<td>Education in the Cross Roads</td>
<td>Smt. Jayalakshmy.R</td>
</tr>
<tr>
<td>Education and Society</td>
<td>Smt. Jayalakshmy.R</td>
</tr>
<tr>
<td>Gurujyoti</td>
<td>Dr. Sreekala K.L.</td>
</tr>
<tr>
<td>Research and Pedagogic Intervention</td>
<td>Dr. Anitha.S.M.</td>
</tr>
<tr>
<td>Carmel Graphics</td>
<td>Sri.V.SreeKumar, Dr. Anitha.S.M.</td>
</tr>
<tr>
<td>CONFLUX</td>
<td>Smt. Sindhu S.</td>
</tr>
<tr>
<td>The Ground Builder: An Attempt to Recast Quality Education</td>
<td>Smt. Sindhu S.</td>
</tr>
</tbody>
</table>

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

1. Dr. Premakumar, Principal is the member of Board of studies, Mahatma Gandhi University and chairman of the Subcommittee constituted for introducing two year B.Ed course in MG University. He was the coordinating chairman of B.Ed examination and member of M.Ed evaluation committee in Kerala and Calicut University during 2009-2013.
2. Prof. R.Christal Gladis, former Principal was the Chairperson of the Board of Studies in Education, M.G.University and a member Board of studies in Education, Kerala University.

3. Dr. Lakshmi K. Nair, Associate Professor was the co-ordinating chairperson of B.Ed practical examination 2013-2014.

4. Sri. Pradeep Kumar S.L, Associate Professor is the member of the Board of Studies, M G University and Member of the Expert committee of B.Ed curriculum revision.

5. Dr. Suresh K.J, Associate Professor was a member of the committee constituted by the Government of Kerala for restructuring the B.Ed course to 2 years. He was the chairman of the B.Ed Evaluation in November 2013 and July 2014. He was awarded Ph.D In 2014.

6. Sri. V. Sreekumar, Associate Professor was a member, Board of Studies in Education, M.G.University.

7. Dr. Sreekala K.L, Asst. Professor was awarded Ph.D in 2014. She was the Chairman of the B.Ed Question paper setting of Kerala University in 2012 and 2014.

8. Dr. Anitha S.M, Asst. Professor was awarded Ph.D in 2014.


3.2.7 Give details of the Minor/Major research projects completed by the staff members of the institution in last 5 years
• One minor project by Dr. Remadevi, funded by UGC (ongoing) – Title: “Application of Brain-based learning in teaching chemistry at the secondary level”.

• Two minor research project proposals by Dr. Suresh K.J. (stress management) and Dr. Anitha S.M. (Multiple Intelligence and Teacher Competency) have been submitted to UGC.

3.3 Consultancy

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

Yes, the faculty of the institution offer various types of consultancy services viz. personal, educational and social.

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

Yes, the faculty members of the institution are competent to undertake consultancy services in the areas of their expertise.
1. Dr. S. Premakumar:
   - Member of B.Ed examination revision Committee, MG University.
   - Question setter of Kerala Public Service commission.
   - Subject expert in selection committee of teachers in Calicut University and MG University.
   - Viva Board member, M.Ed, Kerala and Calicut Universities.
   - Co-ordinating Chairman, Kerala University during 2010-13
   - Member, Board of Studies in Education (UG), M.G. University, Kottayam
   - Chairman of the Subcommittee constituted for introducing two year B.Ed course in MG University.
   - Co-ordinating chairman of B.Ed examination
   - Member of M.Ed evaluation committee in Kerala and Calicut university during 2009-2013.

2. Smt. K. P. Valsala Devi
   - Member of B.Ed curriculum re-structuring committee.

3. Dr. Lakshmi K. Nair
   - Subject expert for the selection of Lecturers (Natural Science) for University Colleges of Teacher Education, M.G. University.
   - Subject expert for the selection of High School Assistant (Biology)- Kerala Public Service Commission.
   - Member of affiliation committee (B.Ed) M.G. University.
   - Member of B.Ed curriculum re-structuring committee.
4. Sri. Pradeep Kumar. S.L.

- Subject expert for the selection of Lecturers (Hindi) for University Colleges of Teacher Education, M.G.University, Kottayam.
- Member of B.Ed curriculum re-structuring committee.
- Guest faculty of School of Pedagogical sciences, M.G. University, Kottayam.
- Consultancy for M.Ed Hindi optional students.

5. Sri. Asok.G.

- Subject expert for the selection of Physical Education Instructors- Kerala Public Service Commission.
- Member of B.Ed curriculum re-structuring committee.

6. Dr. Suresh K.J.

- Examiner in the Centralised Valuation Camp of the Kerala Public Service Commission.
- Resource Person for in-service Programme Under 100% Centrally Sponsored Scheme (CSS) organised by Government College of Teacher Education, Thiruvananthapuram.
- Resource person in UGC sponsored National Seminar on “Global Warming and Climate Change” organised by Mount Tabore Training College, Pathanapuram.
• Resource Person for the Workshop organised by State Council of Educational Research and Training (SCERT) in the Finalisation of Training Module of Teacher Education of B.Ed Colleges.
• Member of B.Ed curriculum re-structuring committee
• Member of the judging committee in science seminars and exhibitions of Kerala School science Fair.
• Subject expert in the judging committee for the selection of teachers for NSS Higher Secondary School, Mankompu.
• Quiz master for inter school competitions.
• Judge for the seminar competition held at NSS College, Pandalam.
• Resource person for stress management classes.

7. Sri.V.Sreekumar

• Member of B.Ed curriculum re-structuring committee
• Examiner in the Centralised Valuation Camp of the Kerala Public Service Commission.

8. Smt.BeenaRani.S

• Member, B.Ed curriculum re-structuring committee.
• Member, M.Ed curriculum restructuring committee


• Member of the Academic Panel Inspection team conducted by Navodaya Vidyalaya Samiti, Hyderabad Region. School inspection at JNV, Trivandrum, in 2009.
• Evaluator (subject expert) for the regional level science exhibition conducted by Jawahar Navodaya Vidyalaya, Vithura. (2011)
• Question paper setter for the Calicut (B.Ed) and Kerala Universities (both B.Ed and M.Ed).
• Chairman of Question paper board in Kerala University (2012 and 2014).
• Member of B.Ed curriculum re-structuring committee

10. Smt. Sindhu. S
• Member of B.Ed curriculum re-structuring committee

11. Dr. Anitha. S. M.
• Member of B.Ed curriculum re-structuring committee

12. Smt. Saritha Rajeev
• Conducted classes for high school students on various topics like Exam Fear and coping strategies, ill effects of drugs etc.
• Judge for school literary competitions

13. Smt. Jayalakshmy R.
• Participated in the audio CD preparation process of compiling poems of renowned poets in Malayalam conducted by DIET, Idukki at Thodupuzha.
The CD is proposed to be used as a learning material in schools and continuing education centres of Kerala.

- Resource person for various art and literary forms of Kerala.

14. Prof. R. Christal Gladis (Former Principal)

- Resource person premarital counseling classes
- Subject expert for staff selection by Kerala Public Service Commission, Mahatma Gandhi University, University of Kerala and Calicut University

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

The consultancy services given by the staff members of the institution are honorary.

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

The institution does not claim any amount for consultancy service.

3.4 Extension Activities:

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

Apart from the academic activities the college extends its services to the community. We help the school community by providing study materials, school bags and uniforms to students and conducts blood group determination camp for
students and health awareness classes to the community. The college provides social service activities like

- Cleaning the Government Hospital and supplying homemade food to the patients
- Clothes, medicines, study materials and donations to the inmates of orphanages and old age homes.
- Supplying school kits to poor students of the model school.
- Environmental protection awareness classes to schools and colleges
- ACADP, “A Coin a Day for the Poor” programme to help the poor people of the society by generating a fund through the daily contribution from students and staff which helps the pupil to think and save for the weaker and socially deprived people of the society. Inspired by this programme a group of students have started a Facebook group called “One Rupee challenge for the Socially Deprived”. They have opened a bank account in this connection so that all the students can contribute to the programme even after leaving the college.
- AIDS awareness programme for student teachers
- Supply of teaching aids and study materials to the neighbouring schools
- Stress management programmes for students to alleviate the examination stress
- Anti drug awareness programmes for the school children.
- Quiz programmes for the school children
- Donating blood to patients
- Faculty members serve as resource persons in inculcating values through talks, counseling and personality development.
- Faculty members serve as judges for science fair and cultural competitions.
- Financial assistance provided to the needy students of the model school.
3.4.2 How has the institution benefited from the community? (Community participation in institutional development, institution-community networking, institution-school networking etc.)

The local self government used to guide and assist various activities of the college for the protection of environment. The PTA contributed to the infrastructural facilities of the college like library automation, the construction of new building, financial assistance for the economically backward students, purchase of books, furniture and scholarships for meritorious students. The Alumni Association provides scholarship for meritorious students. Experts from the community like doctors, police officers, social workers and women leaders act as resource persons and give awareness to teachers and students about manifold issues related to their respective fields.

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

We have plans to conduct

1) Orientation programmes to develop positive approach towards children.
2) Classes to inculcate eco friendly attitude
3) Skill acquisition programmes
4) Talks on environment conservation and preservation
5) Awareness programmes on contagious diseases and prevention measures
6) Programmes to help the under privileged sections of the society.
7) Guidance and counseling programmes
8) Vocational and career guidance programmes
9) Programmes to sensitize student teachers about the different types of
10) Challenged children and their needs.
11) Symposia related to all the nationally and internationally important days
3.4.4 Is there any project completed by the institution relating to the community development in the last 5 years? If yes, give details.

We have a scheme titled ‘Help-Mate’ under which we provide services to the schools in our campus:

- Financial assistance to economically backward students.
- Learning materials to needy students.
- Teaching aids prepared by our student teachers to schools

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

The institution fosters the development of social and citizenship values in students through various activities and programmes:

- ‘Thought for the day’ programme is conducted every day for the student teachers. Student teachers present ideas on various topics and others are made to express their views. Students give a brief report of the events in the newspaper which help them to be familiar with the current events.
- To inculcate patriotism, important days like Independence Day, republic day, Gandhi jayanthi, teacher’s Day, Kerala piravi are observed.
- Singing of National anthem and pledge taking are mandatory for the morning assembly.
- To inculcate international understanding important days like women’s day, world literacy day, anti-terrorism day, Hiroshima day, world teacher’s day, international aids day, human rights day, environment day are observed.
• Student teachers take classes on health and hygiene, drug abuse, corruption, terrorism, environmental issues, human rights, alcoholism to school students during their practice teaching.

• Visiting old age homes, orphanages and providing food and clothing to the inmates develop a socio-centric attitude among student teachers.

• The college conducts classes on civic consciousness and citizenship by inviting officers from police department and judiciary. Value education classes are also conducted.

• As a part of SUPW activity students clean and beautify the campus which helps to inculcate dignity of labour.

3.5 Collaborations

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

The institution has linkages with national organizations like CTE and UGC. The faculty by associating with these organizations improves academically and is able to introduce better strategies in their teaching. The institution gets opportunity to conduct seminars sponsored by the UGC. The members of the faculty get chances to attend orientation and refresher courses organized by UGC academic staff colleges. It is also possible for the faculty to carry out major and minor research projects of the UGC on getting approval. By attending various programmes conducted by organizations like CTE, faculty members get motivated to conduct seminars and workshops in our institution. They are also able to improve their soft skills, life skills, teaching skills and transfer them to the student
teachers. These organizations through their programmes encourage the faculty to publish papers in their journals.

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

We have no direct linkages with international organizations. At the same time our institution has linkages with the national level chapters of organizations like Red Cross, World wide fund for Nature (WWF), Sri Athmananda Memorial Educational Foundation and Vigyan International Foundation. Linkages with these organizations have provided lot of experiences to the faculty and students of our institution. The programmes include providing food, clothing and medicines to the needy people of the society. We also conduct seminars and exhibitions for the student teachers with the help of these organizations. The Sri Athmananda Memorial Educational Foundation conducts interviews for the selection of teachers for their schools. It has helped us cultivate values like love for the environment, empathy, social commitment and academic excellence.

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

- Curriculum development

The linkage with national and international organizations provided opportunities for us to attend various programmes like seminars conducted by
those organizations. The faculty could improve a lot academically and thus could incorporate strategies for better curriculum transaction. The knowledge and experiences that we have gathered have also been utilized in restructuring the B.Ed curriculum under the M.G.University.

- **Teaching**

  To improve the professional competency, our faculty members availed the opportunities offered by UGC such as orientation courses and refresher courses. The seminars and workshops conducted by various organizations have enriched the faculty with regard to knowledge and skills. This in turn has resulted in devising innovative strategies and techniques for the student teachers who are to deal with new generation learners.

- **Training**

  Faculty members participate in the orientation and refresher courses organized by various Academic Staff Colleges. In addition to this, they attend various seminars and workshops in the areas like research methodology, life skill education, ICT enabled teaching and the like. This has improved the efficiency of our faculty in handling classes related to these areas for the benefit of our students.

- **Practice Teaching**

  Our college has linkage with twenty three schools to facilitate the practice teaching. The faculty by attending various programmes conducted by these organizations is able to transfer their knowledge and skills to student teachers which in turn make them better teachers during their practice teaching.
• **Research**

Two of the faculty members of our institution availed the FDP of UGC to complete their research work, leading to Ph.D. Two of our faculty members have submitted minor research project proposals to the UGC. Research based seminars organized by these organizations (CTE) also contributed in enhancing research based skills of our faculty.

• **Consultancy**

The knowledge and experiences gained out of the various programmes conducted by the above mentioned organizations make the faculty competent enough to provide consultancy services to the immediate community and the society at large.

• **Extension**

The extension work by the institution is assisted by UGC and WWF. UGC provides financial assistance which is utilized by our institution for extending a helping hand to orphanages and old age homes. Awareness classes on environment, observation of important days related to environment and exhibitions were conducted with the help of WWF.

• **Publication**

Our institution published abstracts of one international seminar, abstracts and proceedings of four UGC sponsored national and state level seminars. The proceedings comprised of hundreds of research papers and theoretical papers on
the respective seminar themes. The faculty members also get chances to publish their papers in the journals/proceedings published by organizations like CTE.

- **Student placement**

  We have a student placement cell functioning in our institution under which the curriculum vitae of the student teachers are prepared and given for reference to various organizations on request. The Atma Vidya Educational Foundation is an organization, the linkage with which has resulted in conducting campus interviews for the recruitment of teachers for their schools. UGC sponsored classes on career counseling gave student teachers an insight into the various career opportunities available to them.

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

  The institution has linkage with twenty three neighbouring schools from government, aided and unaided sectors as they provide facilities for conducting practice teaching. We supply teaching aids and other study materials to the students in the schools in our campus. The institution also contributes fund to our model school for the mid-day meal programme. Our students have been serving as judges for cultural competitions in their respective schools during teaching practice. They also render their service for the Mannam Trophy Arts & Sports festival organized by the Nair Service Society. The teachers from the neighbouring schools offer their service to our institution by taking demonstration classes for our students. Teachers from the schools in the campus have been providing their services as judges for the various cultural competitions conducted.
in our institution. Our students also provide remedial teaching to academically backward students during teaching practice in their respective schools.

“A Coin a Day for the Poor” (ACADP) is a programme of our institution to help the poor and needy people of the society by generating a fund through the daily contribution from students and staff. The fund is utilized to provide medical aid to the parents of poor students of our model school. The faculty of our institution serves as judges in cultural competitions and science exhibitions organized by various schools and colleges of the community. As part of the extension activity of the college we have visited orphanages and old age homes to provide the inmates with food and clothing.

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

The practice teaching session of our institution is decided in consultation with the school authorities. The time-table and topics for teaching practice is supplied to our student teachers by the concerned teachers of the respective schools. The optional teachers, physical education teacher, the principal and the mentor teachers of the schools observe, evaluate and immediate feedback is given to student teachers. They take part in all the activities of the schools by designing and evaluating both curricular and co-curricular programmes during teaching practice. We provide an evaluation proforma through which the mentor teachers assess the performance of student teachers which is taken into consideration for the final evaluation. We give proper instructions to our students to comply with the rules and regulations of the schools during teaching practice. Our students also identify students who have problems related to academic and non-academic matters and render necessary help as and when required.
3.5.6 How does the faculty collaborate with school and other college or university faculty? Collaboration of faculty with school

- Conduct orientation programme for school teachers.
- Serve as judges for cultural competitions and science exhibitions in schools.
- Collaboration with other college/university faculty
- Organises seminars and workshops
- Serve as judges for competitions conducted in other colleges.
- Serve as resource persons/moderator for seminars in other colleges and Universities.
- Function as members in Mahatma Gandhi University affiliation committee (B.Ed) and also in various interview boards.
- Function as chairperson and members of Board of Studies in Education (UG).
- Function as chairperson, chief and additional examiners in the B.Ed Degree theory and practical examination.

3.6 Best Practices in Research, Consultancy and Extension

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

Faculty members are motivated to carry out and complete their research work by availing faculty development programme of UGC. They are provided with infrastructure facilities and duty leave to take part in seminars as resource persons/present and publish research papers in various national, international seminars and journals. The faculty members are given academic assistance to take up research projects.
Many of the faculty members provide research guidance to M.Ed students and Ph.D scholars. Counseling services are rendered to the needy students and members of the society by our faculty. Our faculty members also act as resource persons in seminars, as guest faculty for PG students and deliver talks in other institutions on request.

The institution encourages the faculty to make use of the UGC fund for helping the disadvantaged sections of the society. Faculty contributes generously to various poor aid funds and also gives monetary assistance to the mid-day meal programme of our model school. Student teachers of our institution are directed to engage themselves in remedial teaching programmes during teaching practice.

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

The good practice in research adopted by our institution is one where the faculty discusses the various aspects of the research work of the colleagues collectively and makes suggestions for the smooth progress of research work. The faculty members act as experts for the tool validation and conceptualization of research projects of various institutions. The institution promotes research by providing necessary arrangements to attend and present research papers in various journals. Our students get engaged in action research during the course of their teaching practice. We have also conducted a training programme for language teachers on modalities of teaching.
Three of our faculty members viz. Dr. Suresh K.J., Dr. Sreekala K.L., and Dr. Anitha S.M. have been awarded Ph.D this year. Two have already submitted their Ph.D theses and others are pursuing part-time research.

Sri. Pradeep Kumar S.L. developed and standardized an Attitude scale to measure the attitude of secondary school Hindi teachers towards Modern Instructional methods, strategies and approaches.

Smt. Beena Rani.S prepared an effective Multimedia Package for augmenting phonemic awareness and vocabulary instruction of dyslexics at the elementary level.

Dr. Suresh K.J has prepared and standardized Stress Inventory, Coping Strategies Inventory and Emotional Intelligence Test for student teachers. Dr.K.Reema Devi prepared and standardized a scientific attitude scale for secondary school students.

Dr. Sreekala K.L., has prepared and standardized an Inventory and Checklist on Naturalistic Intelligence. She also prepared observation schedules to record certain selected experiential learning activities.

Dr. Anitha S.M. prepared and standardized research tools like ‘A Comprehensive test for assessing Multiple Intelligence of secondary school students, Emotional Adjustment Scale, School Adjustment Scale, and a test for Career aspiration’.

Our faculty members are eager to render academic help to M.Ed students and research scholars.
A group of students have started a Facebook group called “One Rupee challenge for the Socially Deprived”. They have opened a bank account in this connection so that all the students can contribute to the programme even after leaving the college. We are always ready to share our infrastructure facilities with the schools in our campus. We have a scheme titled ‘Help-Mate’ under which we provide services to the schools in the campus:

- Financial assistance to economically backward students.
- Learning materials to needy students.
- Teaching aids prepared by our student teachers to our model school

**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 observed that the faculty of the institution have not been availing the incentives offered by the institution for pursuing Ph.D work and that they are engaged in part-time research. Peer team also recommended that Extension work should be carried out in a planned and systematic way.

   Two of the faculty members have availed FIP of UGC for completing their research work. Three of the faculty members have been awarded Ph.D and two of them have submitted their theses. All the other faculty members are actively engaged in research work.
Some of the faculty members of our institution offer research guidance to M.Ed students and Ph.D scholars.

Before the commencement of the academic year, the staff council discusses and prepares an action plan for the extension activities to be carried out during that year. Thus we have delineated the following activities to be undertaken every year:

1. ‘Help-Mate’
   - A Coin A Day Programme (ACADP) (to help the parents of economically backward students of model schools)
   - Teaching Empowerment Programme (TEP) supply of teaching aids to schools in the campus.
   - Learning Empowerment Programme (LEP) supply of learning aids like note books, instrument boxes to model school students. Conducting quiz competitions involving students of neighboring schools and rewarding the winners with cash prizes and certificates.

2. Project ‘Santhwanam’
   - Visiting Orphanages and old age homes
   - Supplying food, clothing, learning materials and donations.
   - Conducting classes and cultural programmes at the orphanages.
2. What are the quality sustenance and enhancement measures undertaken by the institution since the previous assessment and accreditation?

Since the last accreditation the institution has undertaken certain quality enhancement measures as enlisted below:

- We have been able to complete the library automation and the computerization of college office.
- The institution conducted one international, four national and one state level seminars.
- We have also been able to publish the abstracts of the international seminar and the abstracts and proceedings of the other four seminars.
- The abstracts and proceedings of the last held seminar was published with ISBN no. (ISBN-978-81-924450-1-4)
- The institution has started publishing newsletters citing the various programmes and activities of the college.
- Three of our faculty members have been awarded Ph.D recently, two have already submitted their theses and others are all pursuing part time research.
- Many of our faculty members have published papers in various national and international journals.
- B.Ed. curriculum of M.G University was restructured based on the guidelines of NCTE.
- The financial assistance provided by UGC helped us to construct and renovate our building and to expand the library facilities and laboratory facilities.
4.1. Physical Facilities

4.1.1. Does the institution have the 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.

N.S.S Training college, Changanacherry, one of the pioneers in the field of teacher education at secondary level has the physical infrastructure as per the NCTE norms. The college functions in two blocks; one double storied with carpet area of 10614.68 Sq. feet (Main block) and another three storied with carpet area of 15320.36. Sq. feet (Master plan of the buildings are given in Appendix). The ground floor of the two storied building (main block) consists of Seminar hall cum Mathematics optional classroom and laboratory, Library, Reading room, Reference room, Career corner, Generator room cum store room, toilets and wash area for women teacher trainees. The first floor of the main block consists of Office room, Dining room for office staff, Reprographic room, Auditorium cum general classroom, Technology laboratory, SUPW workshop, Music room, Rest room for male teacher trainees, Principal’s office, Principal’s rest room, Conference room and refreshment room.

The ground floor of the three storied building (new block) consist of Car porch, Staff room, Dining room and wash area, Natural science class room cum laboratory, Physical science classroom cum laboratory and common wash area.
The second floor consists of Waiting room for female teacher trainees, English optional class room cum laboratory, Hindi optional classroom cum laboratory, Social science optional classroom cum laboratory, Social science Museum and Computer cum Language laboratory. It also consists of Multi-purpose hall, Malayalam optional classroom cum laboratory, Physical education department and Psychology laboratory cum counselling centre. The college has ample space for sports and games. It is well furnished and equipped. Purified drinking water facility is made available in the college.

**INFRASTRUCTURE FACILITIES AVAILABLE**

<table>
<thead>
<tr>
<th>Facilities</th>
<th>Dimensions</th>
</tr>
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<tbody>
<tr>
<td>Land</td>
<td>.97 Acres</td>
</tr>
<tr>
<td>Area of Play ground</td>
<td>100000 Sq. feet (Shared)</td>
</tr>
<tr>
<td>Seminar Hall/Mathematics classroom cum Lab</td>
<td>807 Sq. feet</td>
</tr>
<tr>
<td>Library</td>
<td>1049 Sq. feet</td>
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<tr>
<td>Reading room</td>
<td>463 Sq. feet</td>
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<tr>
<td>Generator room</td>
<td>441 Sq. feet</td>
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<tr>
<td>Administrative office</td>
<td>437 Sq. feet</td>
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<tr>
<td>Dining room</td>
<td>410 Sq. feet</td>
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<tr>
<td>Auditorium</td>
<td>1140 Sq. feet</td>
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<tr>
<td>Technology lab</td>
<td>878 Sq. feet</td>
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<tr>
<td>SUPW Workshop</td>
<td>316 Sq. feet</td>
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<tr>
<td>Room</td>
<td>Sq. feet</td>
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<td>-------------------------------------------</td>
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<tr>
<td>Music room</td>
<td>92</td>
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<tr>
<td>Rest room for male teacher trainees</td>
<td>85</td>
</tr>
<tr>
<td>Principal’s office</td>
<td>425</td>
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<tr>
<td>Conference room</td>
<td>305</td>
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<tr>
<td>Refreshment room</td>
<td>48</td>
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<tr>
<td>Car porch</td>
<td>461</td>
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<td>Staff room</td>
<td>878</td>
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<tr>
<td>Natural science classroom cum laboratory</td>
<td>665</td>
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<tr>
<td>Physical science classroom cum laboratory</td>
<td>665</td>
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<tr>
<td>Women teacher trainee’s waiting room</td>
<td>213</td>
</tr>
<tr>
<td>English optional classroom cum laboratory</td>
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<tr>
<td>Hindi optional classroom cum laboratory</td>
<td>665</td>
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<tr>
<td>Social science optional classroom cum laboratory</td>
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<td>Social science Museum</td>
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<tr>
<td>Multipurpose Hall</td>
<td>1298</td>
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<tr>
<td>Malayalam optional classroom cum laboratory</td>
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<tr>
<td>Psychology lab cum Counselling centre</td>
<td>461</td>
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<tr>
<td>Computer cum Language lab</td>
<td>461</td>
</tr>
<tr>
<td>Toilets (Male and Female)</td>
<td>280</td>
</tr>
<tr>
<td>Reprography room</td>
<td>234</td>
</tr>
</tbody>
</table>
4.1.2 How does the institution plan to meet the need for augmenting the infrastructure to keep pace with the academic growth?

The institution plans to meet the need for augmenting the infrastructure to keep pace with the academic growth through funds allocated by UGC, College management and Parent Teacher Association. The institution has a planning committee to review the needs for improving the infrastructure. The requirements of the students are enquired through periodic feedbacks, interaction and observation.

The institution arranges four maintenance, modification and up-gradation of the existing infrastructure facility according to the demands of the time on regular basis through funds allotted by UGC, Management and PTA.

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

Well-equipped Auditorium, Seminar hall and Multi-purpose hall are available to conduct co-curricular and extra-curricular activities. College has playground (shared), Recreation room, Physical education room and SUPW workshop. Ample sports goods are available in the Physical education department.

4.1.4 Give the details on the physical infrastructure shared with other programmes of the institution or other institutions of the parent society or university.
Training programmes for non-teaching staff conducted by college management are held in the college auditorium. Tests for selecting staff for various institutions under N.S.S management are conducted in the college. The college auditorium is used to conduct general classes, union activities, PTA and alumni meetings, cultural activities of students, workshops, seminars, competitions and association meetings of teaching and non-teaching staff. The multipurpose hall is used to conduct optional subject classes, cultural activities of students and other meetings. The multipurpose hall, college auditorium and seminar hall are provided to conduct inter-school cultural competitions organized by school wing of N.S.S management (Mannam Trophy arts and sports festival). Subject-wise workshops for training college teachers are held in the college auditorium. The playground of the college is used to conduct inter N.S.S schools sports meet. The institution offers infrastructure facilities to conduct meetings organized by Mahatma Gandhi University. The restructured B.Ed curriculum workshop and associate works including designing, typing and reprography were conducted in our college utilizing the infrastructural facilities of the institution. Counselling sessions organized by school authorities are conducted in the college. The meetings of ‘Athma’ and W.W.F were also held in the college auditorium. The various audio-visual equipment of the institution are shared with sister institutions. The facilities to method laboratories are offered to students of the model school. Photocopying facility is provided to the model school and other institutions situated in the educational complex. The reading facilities of the college library are availed by teachers working in the model school.
4.1.5 Give details on the facilities available with the institution to ensure the health and hygiene of the staff and students (rest rooms for women, wash room facilities for men and women, canteen, health centre, etc.)

Separate rest room and wash room facilities for men and women trainees are available. The college has its own staff to clean the rooms and premises daily. Students also clean the class rooms and equipment as a part of SUPW related activities. College management supplies pure drinking water in the campus. Water purifiers and water coolers are installed in the college. Ample number of fans and lights are available in the auditorium, multipurpose hall, seminar hall, laboratories and in all class rooms. The college is situated in a pollution free environment. The class rooms are spacious with large number of windows that ensure ample light and air. Dust bins are placed in different parts of the institution and the waste are disposed in an eco-friendly manner. Sanitation and waste water disposal facilities are periodically checked. Separate toilets are available for teaching staff, non-teaching staff and students. Arrangements are made with the municipality for the dispersal of waste material. The nature club conducts awareness programmes to maintain the campus pollution free. Separate provisions are made for indoor and outdoor games in the campus. Classes on yoga are organized by the institution. Blood group determination camps are organized. Health awareness video presentations, special talks on women and health, hazards of smoking, drug abuse, HIV, life style diseases were also organized. A canteen run by the college management is functioning close by the institution where quality food is served at moderate price. The hostel mess provides traditional and nutritious food items. Cots, pillows, chairs and first aid kit are available in the women’s rest room. A
multi-specialty hospital run by N.S.S management is functioning adjacent to the college where medical services are available round the clock.

4.1.6 Is there any hostel facility for students? If yes, give details on capacity, number of rooms, occupancy details, recreational facilities including sports and games, health and hygiene facilities, etc.

Details of hostel facilities available in the college

<table>
<thead>
<tr>
<th>Name of Hostels</th>
<th>Number of rooms</th>
<th>Number of students</th>
</tr>
</thead>
<tbody>
<tr>
<td>NSS College Hostel for women</td>
<td>7</td>
<td>21</td>
</tr>
<tr>
<td>Velayudhamandiram NSS Womens’ Hostel, Perunna</td>
<td>14</td>
<td>40</td>
</tr>
<tr>
<td>Total</td>
<td>21</td>
<td>61</td>
</tr>
</tbody>
</table>

Hostel facility is provided for women teacher trainees. The N.S.S college management runs two ladies hostels adjacent to the college. There are a total of 21 rooms available in the hostels. Two and three bedded rooms are available in the hostels. The maximum capacity of students is 61. Facilities for recreation, reading and provision for watching television are available in the hostels. Facilities for both indoor and outdoor games are also provided. To keep the rooms and toilets neat and tidy they are cleaned daily. Keen attention is paid on the health condition of inmates by providing hygienic food. Service of wardens and security staff are available in the hostels. The multispecialty hospital run by the college management which functions round the clock is situated adjacent to the hostel.
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 the allocation and unspent balance if any.

- Building
- Laboratories
- Furniture
- Equipments
- Computers
- Transports/vehicles

Statement showing the detailed budget allocation and utilization in the last three Years.

<table>
<thead>
<tr>
<th>Year</th>
<th>Building</th>
<th>Library</th>
<th>Laboratory</th>
<th>Furniture</th>
<th>Equipment</th>
<th>Computer</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009-10</td>
<td>35820</td>
<td>19971</td>
<td>8698</td>
<td>122521</td>
<td>16504</td>
<td>37570</td>
</tr>
<tr>
<td>2010-11</td>
<td>45561</td>
<td>25082</td>
<td>3670</td>
<td>24000</td>
<td>27274</td>
<td>159160</td>
</tr>
<tr>
<td>2011-12</td>
<td>2542612</td>
<td>87079</td>
<td>7004</td>
<td>125900</td>
<td>542755</td>
<td>590290</td>
</tr>
<tr>
<td>2012-13</td>
<td>76170</td>
<td>31911</td>
<td>9970</td>
<td>80832</td>
<td>873481</td>
<td>312910</td>
</tr>
<tr>
<td>2013-14</td>
<td>302450</td>
<td>97345</td>
<td>16050</td>
<td>-</td>
<td>1780</td>
<td>41880</td>
</tr>
<tr>
<td>Total</td>
<td>3002613</td>
<td>261388</td>
<td>45392</td>
<td>353253</td>
<td>1461794</td>
<td>1141810</td>
</tr>
</tbody>
</table>
### EXPENDITURE

<table>
<thead>
<tr>
<th>Year</th>
<th>Building</th>
<th>Library</th>
<th>Laboratory</th>
<th>Furniture</th>
<th>Equipment</th>
<th>Computer</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009-10</td>
<td>35820</td>
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<td>8698</td>
<td>122521</td>
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<td>2010-11</td>
<td>45561</td>
<td>25082</td>
<td>3670</td>
<td>24000</td>
<td>27274</td>
<td>159160</td>
</tr>
<tr>
<td>2011-12</td>
<td>2542612</td>
<td>87079</td>
<td>7004</td>
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<td>542755</td>
<td>590290</td>
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<td>76170</td>
<td>31911</td>
<td>9970</td>
<td>80832</td>
<td>873481</td>
<td>312910</td>
</tr>
<tr>
<td>2013-14</td>
<td>302450</td>
<td>97345</td>
<td>16050</td>
<td>-</td>
<td>1780</td>
<td>41880</td>
</tr>
<tr>
<td>Total</td>
<td>3002613</td>
<td>261388</td>
<td>45392</td>
<td>353253</td>
<td>1461794</td>
<td>1141810</td>
</tr>
</tbody>
</table>

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

An effective administrative system is functioning in the college that monitors the smooth functioning of different programmes of the institution and ensures the optimum utilization of its infrastructure facilities. The technical devices available in the institution like OHPs, Slide projectors, LCD projectors DLPs, Interactive projectors, Smart boards, Radio, Television, VCD player, Audio system, Digital cameras, Handy cams, Lap Top computers, Desk top computers and internet facility are best utilized by the teaching faculty and teacher trainees in teaching and learning. Auditorium is used to conduct general classes, college union activities, PTA and alumni meetings cultural activities competitions and exhibitions. The multipurpose hall is used to conduct academic discussions, general classes and cultural competitions. Seminar hall is used to conduct seminars, workshops and guest lectures. Science method laboratories are used to
conduct experiments in science subjects. Counselling room is utilized for giving counselling for needy students. The service of professionally qualified and trained counsellors are also arranged to meet the purpose. The exhibits in the Social science museum glorify our cultural heritage. Psychological tests and equipments are available in the Psychology laboratory which is effectively utilized by student teachers. Library is computerised with internet facility which is utilized by staff and students. Equipments in the Technology laboratory are effectively used in the teaching learning process. Computer laboratory is equipped with sufficient number of computers. Language laboratory is well utilized by English optional students. Computer in the office and principal’s room are used for preparing office documents. Tools available in the work experience laboratory are used to make necessary teaching aids and products related to SUPW. Photo copy machines and printers are available in the college which are utilized by staff and students. The Physical education department has facilities for indoor and outdoor games. All class rooms, seminar hall and auditorium are provided with OHPs, DLPs and computers. Audio visual aids are utilized by the students in the preparation of their practical work. Generators and inverters are available in the college for providing uninterrupted power supply. The establishment of public address system makes it convenient for the principal and faculty to handle situations through announcements. (Refer 4.1.4).

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

The college is located adjacent to the N.S.S head-quarters and Mannam Samadhi mandapam; which are beautified with green lawns, fruit trees and
flowering plants. An eco-friendly atmosphere has been created wherever possible. The college premises are always kept clean and all the measure have been taken to avoid non-degradable material inside the campus. The college authorities have made necessary arrangements with the municipality to remove the bio-waste frequently. Students also take part in the cleaning activities as a part of SUPW. The highlight of the campus is pollution free environment. Waste bins are placed in various places of the institution. Measures are taken for timely maintenance of natural water resources. Water tanks are cleaned regularly. Water coolers and purifiers that are available in the institution are serviced regularly. Drainage and sewage systems are periodically cleaned to avoid clogging and accumulation of waste in the drainage pipes. All class rooms are provided with ample number of doors, windows and ventilations to make them airy. Cleanliness is maintained in the college campus, especially in wash rooms. Infrastructure is maintained by the non-teaching staff under the supervision of the principal and teaching facility. There are trees and plants available in the campus which makes campus green and beautiful.

4.3 Library as learning resource

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

Yes, the institution has a qualified librarian (Qualification MLISc) and two library assistants to support the library functions.
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 library resources available to staff and students are as follows:

- Number of books - 14732
- Titles - 10210
- Journals - 17
- Magazines - 16
- Newspapers - 5

The library is provided with educational CD’s and DVD’s. The library is computerized with ‘Grandha software’. Photocopier and internet facilities are available in the library. Internet facility is freely accessible to staff and students.

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

Yes, the institution has a committee to systematically review the various library resources for adequate access, relevance and to make acquisition decisions. The library committee consists of the principal, two senior faculty members and the librarian. The committee holds meeting every quarter to discuss latest acquisitions and to decide on further requirements. Teaching faculties are directed to suggest purchase of necessary books, journals and magazines required. The
committee further reviews the various improvements to be made for easy access. The library committee also decides the purchase of furniture and computers for the library and its maintenance. The committee suggests measures for motivating students for strengthening reading habit.

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

Yes, the library is computerized with a highly user friendly software ‘Grandha’, which is serviced and updated from time to time. All the books have properly been bar coded and numbered for effective use and easy accessibility.

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 college library has Computer, Internet and Reprographic facilities. Students can avail these services from 9.00 am to 5.00 pm on all working days. Students and staff have full access to the library and they have the freedom to use the internet and library facility liberally. There is no time limitation in using library and internet facilities as far as the teachers are concerned.

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

Yes, the institution makes use of inflibnet facility and subscribes N-list of e-journals.
4.3.7 Give details on the working days of the library. (Days the library is open in an academic year, hours the library remains open per day etc.)

The library is opened on all working days throughout the academic year, except national holidays and Sundays. The library is opened for 8 hours a day from 9.00 am to 5.00 pm. The library works for extra hours whenever necessary.

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

Details regarding new arrivals (books and journals) are displayed in the notice board of the library. Teaching faculty make announcement of new arrivals in the classroom.

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 college library has book bank facility. Books in different subjects are available in the book bank, which can be borrowed or referred by economically backward students. Alumni and staff donate books for the book bank system. No time restriction is imposed on the use of such books.

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

The library and reading rooms are situated on the ground floor for the convenience of differently abled persons. There is free mobility for physically challenged students to all sections of the library. For the visually challenged person certain books on Braille script are made available in the library. Special
arrangements are made in the library for physically challenged students depending on their requirements.

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 optimum use of the facility.

ICT facilities available in the institution:

- Online admission system
- Computer laboratory
- Technology laboratory
- Computerized library
- Internet connectivity/FAX
- Languages laboratory
- Public address system
- Reprographic services.

The hardware facilities provided are:

- Computers - 52
- Lap tops - 3
- Digital cameras - 2
- Handy cams - 2
- DLPs and LCDs - 9
The Software facilities provided are:

‘Grandha software’ for library automation.

Internet facility is provided in the principal’s office, office room, computer laboratory, technology laboratory, staff room and in all classrooms. Students and teachers depends internet to download learning materials. The ICT facilities are best utilized by staff and students in teaching-learning process. Educational CDs and DVD’s on different school subjects are utilized in teaching and learning. Modem audio-visual equipments like DLPs and Interactive projectors are used in theory classes as well as in demonstration and criticism classes. Principal and teachers ensure students use of these devices by periodically checking the log books kept in the classrooms and computer laboratory.
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, there is a provision in the curriculum for imparting computer skills to all students. Ten contact hours are set apart in the curriculum for information and communication technology. Practical training is given to students to develop computer skills. The major skills that the students acquire are:

- System operating skill
- MS Office (word, excel, power point)
- Browsing skill
- Downloading text and images
- Use of E-mail
- Data manipulation skill.

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 institution incorporates and makes use of ICT in curriculum transaction process and the optimum use of innovative technologies is ensured in the institution. Computers and DLPs are used for effective classroom transaction and also used during seminars and pre-practice sessions. Students are given opportunities to watch educational CD’s on different subject areas. Digital cameras and handicams are also utilized in teaching-learning process, especially during practice teaching related sessions. Additional information for different topics is procured through internet. On-line submission of assignments and ICT based
seminar presentations are encouraged by the faculty. Languages laboratory is effectively utilized by English optional students.

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

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

- Preparation of lesson plans: Student teachers are trained to use internet facility for acquiring the latest information in their respective subject areas for the preparation of lesson plans. They are also given opportunity to watch educational CD’s.

- Classroom transaction: Video presentations, relevant to the topic are downloaded and presented in the class rooms during practice teaching sessions. Technological devices like OHPs DLPs, Laptops and Interactive white boards are used in classrooms for enriching transaction.

- Evaluation: Classes are recorded for the purpose of peer evaluation and further follow up measures are taken by the teacher educator. Training is given to prepare spread sheets in order to tabulate the scores of school students.

- Preparation of teaching aids: Student teachers are given training in the preparation of computer aided learning materials. They are encouraged to download pictures and text in order to utilize them as effective teaching aids.
4.5 Other facilities

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

The college ensure the optimum utilization of its instructional infrastructure facilities like library, computer lab and other technological devices for effective classroom transaction.

The facilities of the college library are utilized by the teachers of neighbouring schools and colleges. Subject wise workshops for training college teachers are organized in the institution. Handicams, LCD projectors and OHPs are provided to the nearby schools on demand. Opportunities are provided to students of neighbouring schools to watch educational CD’s and films. The teaching aids prepared by teacher trainees are supplied to neighbouring schools situated in the educational complex.

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

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

- Chart
- Maps
- Pictures
- Models
• CDs and DVD player
• Televisions
• OHPs & Transparencies
• Computers
• Laptops
• LCD projectors
• DLPs
• Interactive projectors
• Smart boards
• Slide projectors
• Digital cameras
• Handy cams
• Public address system
• Educational CDs.

(Refer 4.4.1)

Teachers make the student-teachers understand the need of introducing ICT in their classrooms. Teachers make use of educational CDs in different-school subjects and core papers. Student teachers are also directed to browse internet to download pictures and other learning materials. They are also motivated to make power point presentations based on their subject areas concerned.

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

The various general and method laboratories available with the institution are mentioned below:
General Laboratories       Method Laboratories
Computer Lab               Natural science
Technology Lab             Physical Science
Psychology Lab              Mathematics
Language Lab                Social science

The institution enhances the facilities through addition of more computers and sophisticated equipment using UGC and PTA fund.

Internet connectivity is provided to all computers. The equipments are maintained properly by utilizing funds from PTA, UGC and college management. The expenditure for equipments is made up to date.

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

Multipurpose hall and auditorium are present in the institution. They are used to conduct seminars, workshops, union activities PTA and alumni meetings, cultural activities, competitions, celebration of festivals exhibitions and general classes. Seminar hall is available to conduct subject-wise seminars and orientation programmes. Mannathu Parvathy Amma hall, which is situated adjacent to the college and owned by the college management is also available to conduct seminars and workshops. The multipurpose hall, auditorium and seminar hall are equipped with modern audio-visual facilities. Workshop to prepare items for socially useful productive work and music room having different musical instruments are available with the institution. The physical education department has necessary sports goods for indoor and outdoor sports and games. The institution is located by the side of main central road (MC road), one of the major
roads in the State. KSRTC and private bus stations are situated within 1KM and the railway station is also nearby. The transportation facilities of sister institution is utilized whenever necessary.

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

Yes, the classrooms are equipped for the use of latest technologies for teaching. All the classrooms are converted into smart classrooms. OHPs and DLPs are available in all optional classrooms, Multipurpose hall and computer lab. Interactive projector is installed in the general classroom and Technology lab cum general classroom. Smart boards are installed in Seminar hall, Natural Science optional classroom and Physical science optional classroom. Interactive language laboratory is used to facilitate the learning of English language. Student-teachers are given computer training and they are encouraged to use power point presentations in their seminars and practice teaching related activities. Well-equipped computer lab is utilized by students. Teacher trainees are permitted to use the internet service free of cost. Reprographic facility is also available in the institution. The library is computerized and new books, journals, margarines and educational CDs were added time to time.

4.6 Best Practices in Infrastructure and Learning Resources

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

The faculty seek to model and reflect the best practice of instruction including the use of technology. Innovative teaching strategies are employed in
demonstration classes and student teachers are motivated to adopt modern instructional strategies in teaching learning process. Micro teaching lessons plans are recorded and necessary modifications are made in the lesson plans and way of presentation. The OHPs, laptops, desktop computers, DLPs and interactive projectors are made use of in the teaching learning process. The different methodologies used in the teaching-learning process help to reflect on the performance of the teacher educators. The lecture classes are illustrated with the help of power point presentations.

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

The innovative practices related to the use of ICT which contributed to quality enhancement are updating institutional activities in the college web-site, free internet to student-teachers and faculty, accessibility conversion of classrooms into ‘smart rooms’, power point supported presentation of lectures by the faculty, on-line submission of seminar and project reports, computerized library and language laboratory, on-line submission of internal (theory and practical) marks to the university.

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

All the general and optional class rooms are converted to ‘smart class rooms’. Classrooms are equipped with modern technological devices. ICT is incorporated in teaching-learning process.
Additional Information to be provided by Institutions opting for Re-accreditation/ Re-assessment.

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

The major observations made by the peer team regarding infrastructure and learning resources are given below.

Both the Psychology and Education technology laboratories need to be upgraded. Education technology laboratory needs more viewing space and facilities. The Psychology laboratory needs to be suitably arranged with equipments in accordance with the NCTE guidelines.

- The college library has no book bank facilities.
- The college library has no inter-library borrowing facility.
- Library should be computerized.

The number of journals in Education is limited. The college may subscribe for more educational journals (in school subjects also). As per the evaluative observation made under Infrastructure and learning resources in the previous assessment, a new block was constructed in the existing two storied building. The Physiology laboratory is shifted to a spacious room built as per NCTE norms and more psychological tests were added. More equipments were added in the Technology laboratory. Book bank facility was introduced, more journals have been subscribed and more books were procured.
2. What are the other quality substance and enhancement measures under key by the institution since the previous Assessment and Accreditation with regard to Infrastructure and learning Resources?

- A new floor has been constructed and optional classrooms were shifted to spacious rooms.
- All classrooms were converted in to ‘smart class rooms’.
- Interactive projectors were installed in the Technology lab and general classroom.
- Smart boards were installed in the Seminar hall, Physical science and Physical science optional classrooms.
- More computers, laptops, DLPs, handicams, printers and photocopying machines were purchased.
- The library has been computerized and more books and magazines were added.
- More psychological tests and equipments were added in the Psychology lab.
- Wi/Fi connectivity has been added.
- Music room and Social science museum were set up.
- A 10 KV generator and inverters are installed to meet the problem of power failure.
Criterion V
STUDENT SUPPORT AND PROGRESSION

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

The institution assesses the students preparedness by conducting entry test comprising the essential skills required for a teacher along with the adequate coverage to check out the content knowledge of the aspiring teachers in the concerned optional and general disciplines at the beginning of the programme itself. The teaching skill is assessed through the content classes taken by student teacher. Through the talent scan conducted in the first week after admission teacher can assess the skill and talents of each student. Self introduction, interaction with teachers, talent search programme are the tools of assessment. Talks by eminent educationists, mentoring and counselling sessions feed back collected through personal talks help the students to understand the demands of the profession and expectations of the institution.

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

The institution and members of the faculty provide an atmosphere conducive for establishing a good rapport and healthy relationship with the students. This creates an environment of harmony, social living and pride.
Adoption of evaluation strategies such as individual seminars, class tests, content classes, debate helps to improve the skills of students. Moreover, internal evaluation is transparent and objective. The institution arranges a variety of programmes to motivate, satisfy and promote development and performance of the students.

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

1. Gender-wise drop out rate after admission

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys</td>
<td>Nil</td>
<td>Nil</td>
<td>Nil</td>
<td>Nil</td>
<td>Nil</td>
</tr>
<tr>
<td>Girls</td>
<td>0.8%</td>
<td>Nil</td>
<td>0.8%</td>
<td>Nil</td>
<td>0.61%</td>
</tr>
</tbody>
</table>

Female students discontinued due to maternity reasons. We have no other type of drop outs.

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?

(a) Services provided by the career and counseling cell of the institution enable them to appear for competitive examinations and higher education. Coaching classes by educational experts are arranged for enabling the students to compete for jobs and progress to higher education. Career guidance classes
are also conducted. Students are highly motivated and directed by the faculty and alumni for higher education/employment.

(b) Students qualified SLET/NET (2 years)

<table>
<thead>
<tr>
<th>Year</th>
<th>SLET</th>
<th>NET</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011-2012</td>
<td>21%</td>
<td>16%</td>
</tr>
<tr>
<td>2012-2013</td>
<td>20%</td>
<td>16%</td>
</tr>
</tbody>
</table>

About 15 students enter into central/state service through competitive examination every year.

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?

Percentage of students going for teaching/other job.

About 85% of students have chosen teaching as a career. About 8-10% went for further studies and about 5% entered into other jobs.

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Teaching</th>
<th>Further studies/Other Jobs</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010-2011</td>
<td>90%</td>
<td>20%</td>
</tr>
<tr>
<td>2011-2012</td>
<td>81%</td>
<td>19%</td>
</tr>
<tr>
<td>2012-2013</td>
<td>70%</td>
<td>30%</td>
</tr>
</tbody>
</table>
5.1.6 Does the institution provide training and access to library and other education related electronic information, audio/video resources, computer hardware and software related and other resources available to the student teachers after graduating from the institution? If yes, give details on the same.

Yes. Those who are pursuing higher studies and research often utilize the audio/video library resources available in the college. The alumni of the institution who are working in the neighboring schools are free to use library and other technological devices.

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

The institution provide placement services through its placement cell. The temporary vacancies arising in various N.S.S. Schools and colleges of the same Management are being filled from a list issued by the placement cell of the college. Various private schools from neighboring state approach the college placement cell to fill the requirement of their teaching faculty.

Number of students benefited through placement cell.

<table>
<thead>
<tr>
<th>Year</th>
<th>Percentage</th>
<th>No.of students</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011-2012</td>
<td>38% -</td>
<td>63</td>
</tr>
<tr>
<td>2012-2013</td>
<td>30% -</td>
<td>50</td>
</tr>
</tbody>
</table>

a. Campus interviews held at the end of the year
b. Opportunities are displayed on the career news board
c. Students are encouraged to participate in campus interviews.

d. A teacher is given charge for supervising the career and counseling cell.

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

Most of the offers for placement are from private schools of villages and remote areas from neighboring state. Due to the low wages and inadequate living condition offered in such schools majority of students especially girls are not willing to accept such offers. This is one difficulty faced by the placement cell. So we approached the agencies within the state and helped the students to get placed in the state itself. The cell considers this as a major limitation.

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

The institution has arrangements for temporary placements with the practice teaching schools of the same management and other neighboring schools. There is a high demand from practice teaching schools for the high performing student teachers to fill up their temporary vacancies.

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

The institution is getting financial assistance from the UGC, management, PTA to build up the infrastructure for placement cell. The human resource need is met from the teaching faculty and internet facility is available in the institution for counseling and placement. The cell consists of principal and two teachers who
monitor the smooth functioning of the cell. Career magazines are also subscribed. 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 including computer with internet facility and printer. A career corner is set up in the library and a bulletin board for career news is displayed in the library.

5.2 Student Support

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

Every year at the beginning of the programme the academic calendar is prepared based on the year plan. The details regarding academic programmes, facilities available in the college and the activities of the college are made known to the students, teachers and parents through the academic calendar. The activities related to various curricular and co-curricular programmes are assigned to the teaching faculty during the staff meeting which is communicated to the students. Monthly staff meetings are held to discuss the implementation of the various programme planned. There is a feedback mechanism through which feedback in collected from the students.

The curricular evaluation is done through surprise tests, examinations, seminars, project and workshops. Based on the assessment adequate remedial measures like re-teaching, repeated work and talks by experts are conducted.
Every Wednesday, afternoon session is set apart for conducting co-curricular and extra curricular programmes. These programmes are planned at the beginning of each semester. A part from this, free time is utilized for the creative activities of the students. The co-curricular and extra curricular talents are assessed from the performance of students in arts festival and sports activities.

The co-curricular activities are conducted on behalf of:

i) College union

ii) Student association

iii) Nature club

iv) Women’s club

v) Tourism club

vi) Youth Red cross

vii) Film club

Based on the feedback obtained from students, programmes are redesigned for achieving the objectives effectively.

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

The institution provides special attention in the following

i) The Classrooms are shifted to down stairs for physically challenged.

ii) Books on Braille script are kept for their reference
iii) Providing scribes and additional time for blind students in examination

iv) Record players-voice records of lecture class are provided to blind student.

v) Special seating arrangements for physically challenged student

vi) Our faculty also provide personal guidance and coaching to them.

vii) Extra time is provided for submission of assignments, seminar report and project.

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

Tutorial groups of 14 students are assigned to a teacher. A period is set apart every week for tutorial meetings. Teacher educators give guidance to solve problems relating to personal and academic matters. 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?

In order to improve the proficiency of teachers, the institution organizes seminars, conferences, workshops and encourages the faculty members to attend orientation programmes, refresher courses and seminars (University, state, national and international). They present and publish thematic and research papers in various international/national journals. They are encouraged to provide their expertise in mentoring and teaching. Membership in various professional academic
organization like AKPCTA, AKTCTA and CTE is also encouraged. FIP leave is sanctioned as per rules.

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

The institution has its website (www.nsstcchry.org) which provides information about management, faculty, location, course details, fee structure, affiliating university, infrastructure facility, PTA, Alumni, photo gallery and other important announcement. The website is updated whenever there is a change in the existing information provided in it. Important announcements are given in the announcement section.

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

Yes. The low achievers are identified through class tests and continuous assessment. For the identified students remedial measures such as

1) Tutorial groups – groups are formed to improve the study skills of the students. Various problems and deficiencies are discussed and they are solved.

2) Mentoring – Academically meritorious learners are identified and they in turn provide peer tutoring to low achievers.

3) The learners who are academically at risk are adopted by the teacher educators who takes special care of them to become better performers. The teachers give them more care and they are encouraged to approach the faculty at any time.
5.2.7 What specific teaching strategies are adopted for teaching?

a) Advanced Learners and b) Slow Learners

a) For advanced learners opportunities for taking up challenging assignments, seminars presentation, debates, workshops, projects, preparation of model are provided.

b) For slow learners strategies like re-teaching, remedial coaching, tutorial groups, drill work, peer tutoring, collaborative and co-operative learning strategies are adopted.

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

The following are the guidance and counseling services available to the students:

- The grievance redressal cell attends to the grievances of the students on personal and academic matters.
- The career and placement cell invites eminent resource persons to deliver lectures regarding necessary skills required for written, oral or performance test. A career corner is set up in the library and a bulletin board for career news is displayed in the library.
- The tutorial system helps the students to address their problems pertaining to personal and academic matters to their mentors and to seek solutions.
The female students have provision for raising issues related to them to the lady representatives of the college union and the problems are resolved during union meetings.

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

A grievance redressal box is kept in the general classroom. Students can put their grievances in writing inside the box once in a week the box is opened and the grievances are re-dressed by the grievance redressal committee and grievance redressal cell. Moreover there is a student representative (College union member) to whom the students can give their representation which in turn will be communicated to the grievance redressal committee for appropriate action.

Major grievances redressed in last two years.

i) Library hour for reference

ii) Computers are not sufficient

iii) Toilet facilities to be enhanced

iv) Power cut during class hours

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

At the onset of the course an entry test is conducted followed by continuous assessment programme. During the course frequent class tests and model examinations are conducted. These tests help to reveal the capability of each student and adequate remedial measures are adopted. Before the commencement of
the practice teaching session, discussion classes, demonstration classes, microteaching sessions, and criticism classes are held. Discussion classes and demonstration classes equip the students to; plan a lesson and to execute it in actual classroom situation. The microteaching sessions and criticism classes develop the teaching skills and competency of student teachers. By providing immediate feedback the teaching skills and teaching competency of student teachers are enhanced. Apart from this creative and constructive criticisms are provided at appropriate time whenever they participate in any activity. Extreme irregularities in the attendance and academic performance are informed to the parents. Opportunities are given for participation in literary arts, sports, games, social services and competitions are evaluated by external and internal judges. Teachers encourage and ensure the participation of all students in various activity. Incentives the cash prizes and trophies are provided to those who excel in various curricular and co-curricular 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 (practice teaching) provided to the students during practice teaching in schools?

The students have to write 5 discussion lessons. The whole class will be divided into 4 or 5 groups depending on the number of students and the topic for lesson planning will be discussed in the group and presented in the lesson plan format. Necessary corrections and modifications are made by the supervising teacher. Discussion is followed by demonstration classes. 5 demonstration classes in different topics will be taken by experts. The demonstration classes help the
students learn how to execute the lesson plan in actual classroom situation including the usage of different teaching aids. Each student has to take 3 different micro teaching skills. This session is preceded by theoretical class on micro teaching and demonstration class in the selected skill by the supervising teacher. The micro teaching classes are provided with immediate feedback followed by criticism classes. 10 criticism classes on different school based topics are taken by student teachers in actual classroom conditions. These classes are observed by peers and the supervising teacher. The classes are succeeded by creative and constructive criticism by the peers and the supervising teacher. The criticism classes help to improve the teaching competency of the student teachers. Discussion classes, demonstration classes, micro teaching session and criticism classes equip the student teachers for practice teaching.

During practice teaching the mentors in the school observe the classes daily and necessary corrections are suggested. The supervising teacher observes the class of all student teachers and immediate feedback is provided after the class. The supervising teacher ensure that the corrections and modifications suggested are implemented in the succeeding classes.
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 position, v) Give details on the contribution of alumni to the growth and development of the institution.

Yes. The institution has an Alumni Association

i) Current Office bearers.

Patron : Dr. S. Premakumar
Vice- President : Sri. Jayakumar
Secretary : Smt.K.P Valsala Devi
Executive members : Smt. Pradeepkumar. S.L

Dr. Suresh.K.J.
Dr. P.K Balachhandran Kunji
Smt. Maheswari Devi
Sri Arun Kumar
Sri. Harikrishnan

ii) Year of last election : 8/1/2013

iii) The college conducts its Alumni day on the second Saturday of January every year.
In the academic year 2011-2012 Sri. C.F. Thomas, M.L.A, Ex- Minister and Alumni inaugurated the alumni day and Sri. Harikumar Koyikkal (Director Board member of N.S.S) presided over the meeting. The meeting was followed by budget presentation and distribution of cash awards to the meritorious students. The old students who gathered shared their golden memories followed by cultural programmes.

In the academic year 2012-2013 Dr. P.K Balachandran Kunji, former principal and alumni of the college inaugurated the function. The meeting was presided by Prof. Christal Gladis, Principal of the college. The inaugural ceremony was followed by budget presentation, distribution of cash awards to meritorious students, election of new members and cultural programmes and feast.

iv) 1. C.F Thomas-MLA of Changanacherry Constituency, Ex- minister
2. Captain (Dr.) Mohanan Pillai- Commissioned Officer, Indian Army, Education wing
4. Dr. Saratchadra Raj- Rtd. Principal, NSS Training college, Ottapalam.
5. Dr. Sreekandan Nair-Rtd. Principal, Farook Training college Kozhikode.
6. DR. P.K Balachandran Kunji- Rtd. Principal, NSS Training college, Changancherry and currently principal, Al- Azhar Training college, Thodupuzha
7. Sri Vijayakumar – State Insurance Officer.
8. Sri. Vijayakumar- Deputy Commissioner, Agricultural Department, Alapuzha.

v)  i) Website launching
   ii) Conducting demonstration classes
   iii) Organizing orientation programme for freshers
   iv) Sponsored an international seminar on ‘Cognitive restructuring-linking with classroom competencies and life skills’.
   v) Distribution of cash awards to the college topper and second topper in each optional subject.
   vi) Improvement of infrastructure (a) purchase of computer,
       (b) maintenance of language lab.
   vii) felicitating former students for their meritorious achievements.

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.

The college has the infrastructure for attracting students to sports activities after class hours and during leisure time. In the beginning of the academic year itself, students are provided with various platforms for performance such as cultural evening cum talent hunt. The students are divided into 4 houses and Intramural competitions and other activities are arranged like arts, literary, debate, sports and recreation which are supervised by a staff in charge.
Students are also motivated and trained to participate in intercollegiate competitions. Expenses incurred on account of such programme are met by the institution. Kalathilakam, Kalaprathiba and individual champion in sports are also selected.

(A) **Sports & Games**

**College Level**

<table>
<thead>
<tr>
<th>Year</th>
<th>Men champion</th>
<th>Women champion</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012-2013</td>
<td>Rahul P.R.</td>
<td>Preethy Mohan</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2013-2014</td>
<td>Anoop Mohan</td>
<td>Sruthi K</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Inter collegiate level**

<table>
<thead>
<tr>
<th>Year</th>
<th>Event</th>
<th>First prize</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012-2013</td>
<td>Shuttle badminton</td>
<td>Bindu, Rajeswary first prize</td>
</tr>
<tr>
<td>2013-2014</td>
<td>Shuttle badminton</td>
<td>Anju Thomas &amp; Raji 2nd in women doubles St. John the Baptist Trophy</td>
</tr>
<tr>
<td></td>
<td>High jump</td>
<td>Babu</td>
</tr>
</tbody>
</table>

(B) **Arts & Literary**

**College Level**

<table>
<thead>
<tr>
<th>Year</th>
<th>Kala Prathibha</th>
<th>Kala Thilakam</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012-2013</td>
<td>Akhil B</td>
<td>Athira S. Kumar</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2013-2014</td>
<td>Manu Nadeshan</td>
<td>Akhila Sherif</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Inter collegiate Level

<table>
<thead>
<tr>
<th>2012-2013</th>
<th>Dance. I\textsuperscript{st} Prize</th>
<th>Subadra &amp; Party</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Elocution I\textsuperscript{II} Prize</td>
<td>Resmi.P.Nair</td>
</tr>
<tr>
<td></td>
<td>Quiz I\textsuperscript{II} Prize</td>
<td>Priya Soman &amp;</td>
</tr>
<tr>
<td></td>
<td>Short story writing M.G.University Youth Festival</td>
<td>Arathi S.Nair</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Vineetha Raju-I\textsuperscript{II} Prize &amp; A grade</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Anju.r – A grade</td>
</tr>
</tbody>
</table>

Students are encouraged by the physical education department of the college to participate and demonstrate their talents during sports day. There is provision for games like carom, chess, Table tennis, shuttle badminton and ball badminton.

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

The institution identifies talented students and gives them encouragement and support to publish catalogues and to bring out their literary creations in college magazine and class magazines.

Thought for the day programme is conducted every day before the commencement of classes. For that on each day a student has to present a topic of
educational relevance before the whole students and the faculty in-charge. The collection of articles of the programme are bound and kept in the college library for future reference. A book review is also conducted every day in which a student teacher will introduce a book he/she has read. This is done with the objective of inculcating reading habits in students. A news reading session is also conducted along with this. The college magazine is published every year with the contributions of students like articles, poem, painting, short stories, cartoons etc. students are also encouraged to participate in the publication of the news letter annually.

Major publications/ Materials:

1. Subject wise class magazine
2. Documentation of thought for the day
3. Bulletin Board displays

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

The institution is having a student council working in the form of college union. This student council is elected from the students and the college union consist of

Chairman
Vice- chairman
General secretary
Arts club secretary
University union councillor
Magazine Editor
Sports secretary
Lady representatives
Grievance redressal student representative.

All major activities of the college are organized by the college union which includes inauguration of the college union/Arts club and the college day activities.

**Major activities.**

- Cultural activities
- Sports activities
- Observing days of national and international importance
- Teaching aid exhibition
- Distribution of food packets
- Seminars, student associations
- Inter school quiz programme
- Celebrating national and regional festivals.
- Women’s cell activities.

**Funding**

The expenses for the activities of the college union are met from voluntary contribution at the time of admission and the rest of the expenses are met from PTA and alumni funds.

**5.3.5 Give details of the various bodies and their activities (academic and administrative), which have student representation on it.**
(i) **Co-curricular Committee**

- Organizing various cultural events and competitions
- Celebrating days of national importance
- Celebrating festivals

(ii) **Extension Committee**

- Organising awareness programmes
- Contributing food and clothes to inmates of old-age home and orphanage
- Contributing books and teaching aids to model school students
- Extending financial assistance to parents of economically backward school students

(iii) **Sports committee**

- Making students participate in various sports and games at college level and intercollegiate level
- Conducting Sports day

(iv) **Nature Club**

- Celebrating environmentally important days
- Organising talks on environmental themes
- Arranging exhibitions

(v) **Publication Committee**

- Encouraging Students to write articles
- Preparing manuscript magazine
- Publishing college magazine
(vi) Women’s Cell

- Celebrating Women’s day
- Addressing the grievances made by women students
- Conducting talks and debates on gender equality
- Organising lectures to create awareness among women students on women’s rights

(vii) Career and counseling cell

- Displaying vacancies of teaching posts notified by other institutions
- Inviting eminent resource persons to deliver lectures regarding necessary skills required for written, oral or performance tests
- Preparing students to face campus interviews

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

Yes, The institution has a feedback mechanism to collect data at the end of the course from its graduates and the data collected is used to improve the quality of the programme. The performance of teachers (Alumni) who are employed in neighboring school is collected from their employers and such data is also used for the growth and development of the institution.

5.4 Best Practices in Student support and Progression.

1. Give details of institutional best practices in Student support and progression?
• **Orientation Talk**: As part of the admission procedure the principal conducts an orientation talk where a very detailed account of the course and the institution is incorporated. Personal profile consisting of past accomplishments, strengths, interests, and hobbies of student teachers are collected.

• **Orientation Programme**: First few days of the academic session is set apart for giving orientation to students. Sessions such as Self Introduction by the students, Talent Search Programmes etc. help the teachers to get general awareness about each student’s knowledge and skills. Also the new entrants are provided with an interaction session with alumni members.

• **Thought for the Day and Morning Assembly**: The working days start with college prayer followed by Thought for the day programme in which each student present a topic of educational and social relevance before the whole class. Through this programme students get an opportunity for self expression. This is followed by news paper reading, ‘a quote a day’ programme and book review (introducing a book by a student). This helps in inculcating reading habit in them. Morning assembly is conducted on all Wednesdays.

• **Grievances Redressal Mechanism**: grievance redressal box is kept in the general auditorium where students can put in writing their grievances regarding teaching, teacher quality and activities in the college. Feedback forms on infrastructural facilities, feedback form on teachers etc. are collected from the students. This mechanism helps in identifying and communicating the barriers to student learning.
• **Extension activities**: to develop social values among student teachers we have the following extension activities:

i) ‘Help-Mate’

  - A Coin A Day Programme (ACADP) to help the parents of economically backward students of model schools.
  - Teaching Empowerment Programme (TEP) supply of teaching aids to schools in the campus.
  - Learning Empowerment Programme (LEP) supply of learning aids like note books, instrument boxes to model school students. Conducting quiz competitions involving students of neighboring schools and rewarding the winners with cash prizes and certificates.

ii) Project ‘Santhwanam’

  - Visiting Orphanages and old age homes
  - Supplying food, clothing, learning materials and donations.
  - Conducting classes and cultural programmes at the orphanages.

• **Subject Associations**: subject associations are constituted and academic activities including special talks by subject experts, release of class magazines, quiz programmes etc. are arranged under such associations. The progress of the students are regularly monitored and assessed here.

• **Cultural Association**: Every Wednesday in the afternoon session a period is allotted for cultural association where students get a platform to bring out and enrich their creative talents.
• **Women's cell**: women’s cell of the college work for the benefit of the female student teachers. They get an opportunity to share, raise and discuss the various issues and grievances.

• **Meetings**: staff council and union executive meetings are conducted periodically to promote interaction and take democratic decisions.

• **Talks by Experts**: talks by experts on personality development, life skills, communications, value education, technology, legal literacy, human rights, counseling, career guidance, are organized in the college which ensures multidimensional developments of each student.

• **Innovative Approaches in Teaching Learning**: The institution adopts various innovative approaches to equip the student teachers with various teaching learning strategies. They are Group Teaching Model, Peer Evaluated Seminars, Self Evaluation of Assignments, Peer Evaluation of Class Tests, Reciprocal Teaching, Assignments through e-mail and Self Regulated Learning

• **Student council**: the student council arranges various club activities, cultural programmes, and house wise competitions to cater their diverse needs. College arts festival and publication of college magazine are other important activities of the student council.

• **Festivals and Important Days**: Celebration of important festivals and observation of important national and international days organized by the institution ensures the inculcation of values in the student teachers and also helps to promote national integrity, secularism and global citizenship
• **Alumni and PTA:** alumni and PTA of the institution reward the meritorious students with cash prizes. PTA also provide financial assistance to economically backward students.

• **Support Strategies:** The institution has the following support strategies to equip the educationally and economically backward students:
  - Lump-sum-grants for SC/ST students
  - Assistance and support to physically challenged students
  - Arranging scribes to blind/partially blind students
  - PWD scholarships for physically challenged students
  - UGC grant for BPL category of students (non creamy layer, physically challenged, and economically backward students).
  - PTA assistance to financially backward students
  - Financial assistance is provided to the needy students from the staff fund.
  - Remedial teaching sessions to backward student
  - Tutorial sessions by teachers are arranged to provide gender wise personal guidance to students to minimize their problems.

• **Placement Cell:** The placement cell of the institution functions effectively to provide the student teachers with counselling career guidance and placement.
Additional information provided by institution opting for Re- accreditation/ Re- assessment.

1. What are 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 are continued.

2. What are the other quality sustenance and enhancement measures undertaken by the institution since the previous Assessment and accreditation with regard to student support and progression?

   The quality sustenance and enhancement measures undertaken after the previous assessment are;
   
   1) Automation of Library
   2) Construction of a new storey and development of other infrastructural facilities
   3) Digitalization of class rooms
   4) Introduction of book banking system
   5) Effectively functioning placement cell
   6) Well equipped computer lab, psychology lab and technology lab
   7) Introduction of Wi-fi connectivity for enabling students and faculty to access internet.
   8) Organization of international seminar sponsored by Alumni and UGC Sponsored National Seminars.
Criterion VI
GOVERNANCE AND LEADERSHIP

6.1 Institution’s vision and leadership

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

1. Purpose: This institution was started with the purpose of empowering the society through quality education of its individuals.

2. Vision: VidyaVinigathVikas (Progress result from proper application of knowledge)

3. Mission: ‘Training the future generations of teachers to act as catalysts in the intellectual, psychological, emotional and social development of the student community.’

4. Values.
   1. Commitment to excellence
   2. Positive learning
   3. Professionalism
   4. Nurturing environmental sensitivity
   5. Team spirit
   6. Unity in diversity
   7. Inculcation of traditional, cultural and social values
   8. Inculcating a feeling of national and international citizenship
The institution makes known its purpose, vision, mission and values to the stake holders in the following ways:

- Through the college calendar, website and display boards.
- Briefing given by the principal to the students about the objectives and activities of the college during the induction ceremony.
- Day today activities as undertaken by the teacher educators.
- Awareness given to parents through PTA meetings.
- Student teachers are given an idea about the institution by the alumni members during annual alumni meetings.

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

We equip the students to act as catalysts in the intellectual, psychological emotional and social development of the student community. The students are made aware of the institution’s values and mission through various curricular transactions and co-curricular activities. Thus student teachers get equipped to render their service to mould the future citizens to be competent to meet the demands of the society.
6.1.3 Enumerate the top management’s commitment, leadership role, and involvements for effective and efficient transaction of teaching and learning process (functioning and composition of various committees and board of management, BOG etc).

The management’s commitment and leadership role for effective and efficient transaction are made evident as they provide infrastructure facilities, undertake appointments and placement of faculty, conduct periodical inspection and organize training programmes for staff.

The N.S.S.College’s Central Committee is the top management body of the institution wherein the Education Secretary as the official-in-charge monitors the activities for the smooth functioning of the college. We have also constituted various committees in order to decentralize the activities of the college.

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 take decisions after discussions regarding the responsibilities to be assigned to the teaching and non-teaching faculty of the institution. Periodical meetings are conducted by the principal with the members of the staff about the various activities to be carried out in the college during the academic year.
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?

Staff meetings and union meetings are conducted to review the various programmes organized in the college. There is a systematic mechanism through which feedback is collected from the stakeholders regarding the activities of the institution. IQAC meetings are conducted twice a year and the feedback is intimated to the management through the principal. A grievance redressal box is placed in the general hall for students to communicate their complaints which are analysed and redressed as and when required. The concerned members of the management and the principal have personal contacts with the staff members which also helps in reviewing the various activities of the institution.

6.1.6 How does the institution identify and address the barriers (if any) in achieving the vision/mission and goals?

The principal with the support of the management and staff, identifies the barriers and takes efforts to remove them. Barriers in achieving the vision, mission and goals are identified through:

- Frequent review meetings
- Suggestion box
- Feedback mechanisms

Barriers are addressed through

- College governing body
- IQAC
- Staff council meetings
- Student council meetings
6.1.7 How does the management encourage and support involvement of the staff for improvement of the effectiveness and efficiency of the institutional processes?

The management encourages and supports the involvement of the staff for improvement of the effectiveness and efficiency of the institutional processes in the following ways.

- Encourages staff to attend and organize seminars, workshops, training programmes and to present papers at regional, national and international levels.
- Supports the staff by providing facilities for various projects.
- Encourages the faculty to avail FIP of UGC to complete their doctoral degree.
- Honours the achievement of the staff.
- Organizes faculty development programmes.

6.1.8 Describe the leadership role of the head of the institution in governance and management of the curriculum, administration, allocation and utilization of resources for the preparation of students.

The principal governs and allocates work related to the curriculum, carry out administration and utilization of the resources in the following ways:

- Plans and prepares the academic programmes of the year well in advance.
- Defines and assigns the roles and responsibilities to the staff.
- Guides and monitors the activities planned.
- Plans and executes seminars and workshops.
• Plans and conducts special events to be celebrated
• Organizes linkages
• Arranges placements for the students
• Conducts extension work.

6.2 Organizational Arrangements

6.2.1 List the different committees constituted by the institution for the 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 examination during the last year.

The following committees have been constituted in the college for the smooth conduct of the institutional activities.

• Admission committee
• Academic committee
• Library committee
• Extension committee
• Planning Committee
• IQAC committee
• Co-curricular activities committee
• Publication Committee
• Discipline committee
• Finance Committee
- Women’s Cell Committee
- Examination and evaluation committee
- Placement Committee
- Grievance and redressal committee
- Purchase Committee
- Anti ragging committee
- Alumni Executive committee
- PTA Executive committee

The decisions taken by various committees are given below.

**Committee’s and its functions**

<table>
<thead>
<tr>
<th>Sl.No.</th>
<th>Name of Committee</th>
<th>Functions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Admission Committee</td>
<td>• LBS allot the students for B.Ed course. On the basis of the allotment list the committee verifies the eligibility criteria with the prospectus and the certificates, conducts student counselling and interview before admitting students and recommended for admission to principal.</td>
</tr>
</tbody>
</table>
| 2     | Academic Committee     | • Responsibilities were assigned to the staff for the year 2012-13  
• Prepares college calendar, year plan and timetable  
• Fix the dates for the practical and internal theory examinations, teaching practice and other important events for the academic year. |
| 3 | **Library Committee** | • Decides to purchase more books, journals, periodicals.  
• Ensures optimum utilization and maintenance of available resources |
|---|----------------------|---|
| 4 | **Extension Committee** | • To organize blood group determination camp.  
• To visit orphanage and old age home to provide them with food and blankets.  
• To give teaching aids and note books prepared by student teachers to the students of our model school.  
• To take classes on different topics in various schools and colleges by the faculty.  
• To donate the money from the poor aid fund for the needy students of our model school. |
| 5 | **Co-curricular activities committee** | • Decided to conduct seminars, workshops and field trips.  
• To arrange guest lectures on days of national and educational importance.  
• Conduct inter collegiate and inter school quiz competitions.  
• To undertake cultural exchange programmes with our sister concerns.  
• To conduct various club activities and subject association programmes.  
• To prepare our students to participate in inter collegiate arts and sports competitions.  
• To allot an hour every Wednesday for cultural programmes of student teachers. |
<table>
<thead>
<tr>
<th></th>
<th>Committee Name</th>
<th>Activities</th>
</tr>
</thead>
</table>
| 6 | Discipline committee           | • To give students awareness about regularity, punctuality, attendance, morning prayer meetings, assembly and the like.  
                                             • Decided the dress code for student teachers.  
                                             • To give instructions regarding the code of conduct to be observed in the campus and during practice teaching. |
| 7 | Grievance Redressal committee  | • Resolved to solve the problems and grievances of the students.  
                                             • Resolved to analyze the problems of students in practice teaching schools. |
| 8 | Publication committee          | • To compile and publish the materials collected through the ‘thought for the day’ programme.  
                                             • To constitute an editorial board and to publish the college magazine.  
                                             • To publish class magazine under various subject associations  
                                             • To publish the proceedings of the UGC sponsored national seminars.  
                                             • To publish college news letter  
                                             • To publish the college journal |
<p>| 9 | Anti-ragging committee         | • To impart awareness to the student teachers regarding the ill-effects of ragging and also to prevent the same in the campus. |
| 10| Purchase Committee             | • To purchase library books, furniture, technological and other equipments for the institution |
| 11| Finance Committee              | • To prepare the annual budget and to allocate funds for various activities and purchases |</p>
<table>
<thead>
<tr>
<th>12</th>
<th>Women’s Cell</th>
<th>• To conduct relevant programmes to properly sensitize student teachers about women’s issues as existing in the society.</th>
</tr>
</thead>
</table>
| 13 | IQAC | • To formulate a detailed action plan for the smooth functioning of the college.  
• To conduct maximum number of extension activities for the institution.  
• To improve library facilities by adding new books, journals and providing internet accessibility.  
• To provide guidance service to students.  
• To motivate faculty and students to conduct cultural exchange programmes. |
| 14 | Planning Committee | • To Plan the future development of the institution  
• To prepare proposal for financial assistance from Government and UGC  
• To allot funds sanctioned from UGC and Government for various developmental activities |
| 15 | Examination & Evaluation Committee | • To select a programme co-ordinator to conduct both internal and external examinations and to publish internal theory examination results |
| 16 | Career and Counselling cell | • To arrange campus placement interviews and to intimate students about various job opportunities.  
• To arrange career guidance classes and Counselling sessions. |
| 19 | PTA Executive committee | • To prepare PTA budget, to utilize funds to purchase books, to select students for the merit awards constituted by the PTA for the |
college topper and subject wise toppers and to distribute scholarship to economically backward students.

20 **Alumni Executive committee**

- To prepare the budget, to conduct alumina meetings, to allocate funds for various programmes, to conduct seminars for the student teachers and to give away the merit scholarship constituted by the Alumni for the college toppers and subject wise second place holders.

### 6.2.2 Give the organizational structure and the details of the academic and administrative bodies of the institution.

```
General Secretary
  ↓
Education Secretary
  ↓
Principal
  ↓

Academic body  Library  Administrative body
  ↓        ↓        ↓
Teaching faculty  Librarian&  Junior superintendent
               Library assistant
                                 ↓
                                 Head Accountant
                                 ↓
                                 U.D. Clerk
                                 ↓
                                 L.D. Clerk
                                 ↓
                                 Office assistant
```
6.2.3 To what extent is the administration decentralized? Give the structure and details of its functioning?

The administration of our institution has been decentralized by assigning duties to various committees. Various administrative and academic bodies have been constituted for the smooth functioning of the college.

<table>
<thead>
<tr>
<th>Administrative bodies</th>
<th>Academic Bodies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Admission Committee</td>
<td>Examination and Evaluation Committee</td>
</tr>
<tr>
<td>Academic Committee</td>
<td>Library Committee</td>
</tr>
<tr>
<td>Finance Committee</td>
<td>Extension Committee</td>
</tr>
<tr>
<td>Planning Committee</td>
<td>Grievance redressal Committee</td>
</tr>
<tr>
<td>Discipline Committee</td>
<td>Staff Council</td>
</tr>
<tr>
<td>Publication Committee</td>
<td>Student Council</td>
</tr>
<tr>
<td>Women’s Cell Committee</td>
<td>Career and Counselling Cell</td>
</tr>
<tr>
<td>IQAC committee</td>
<td>Co curricular activities committee</td>
</tr>
<tr>
<td>PTA Executive committee</td>
<td>Anti ragging committee</td>
</tr>
<tr>
<td>Alumni Executive committee</td>
<td></td>
</tr>
<tr>
<td>Purchase committee</td>
<td></td>
</tr>
</tbody>
</table>

6.2.4 How does the institution collaborate with other sections/departments and school personnel to improve and plan the quality educational provisions?

Our institution works in co-operation and collaboration with various sections/departments like SCERT, CTE, DIET, AKTCTA and the like. Experts from different fields are invited to deliver special lectures on various social and educational issues. The institution co-operates with other teacher education institutions by deputing teacher educators to attend seminars conducted by them.
and to act as resource persons. Experiented teachers from neighboring schools are invited to take demonstration classes for our students and to give them an awareness regarding the latest trend in the school curriculum. Students from the schools in our complex are brought to our institution for demonstration and criticism classes. The teaching practice is conducted by sending our students to various neighboring schools and keep in touch with the heads of institutions and teachers to get feedback about our students.

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 institution makes use of the various data and information obtained from the student teachers, teachers and heads of the practice teaching schools, PTA and Alumni to get awareness about the strengths and weaknesses of the institution.

The issues are discussed thoroughly and necessary steps are taken for better functioning.

Feedback from student teachers:

- Request for easy accessibility of library books.
- Request for installing a photocopier machine in the library

Actions taken:

- Book bank and open access system have been introduced in the library.
- The photocopier machine has been installed in the library.
Feedback from practice teaching schools:

- Request to send student teachers to schools to deal with the situation of scarcity of teachers to handle certain subjects.
- Request from schools for teaching aids prepared by student teachers.

Actions taken:

- Send student teachers to schools as per their request to handle certain subjects.
- Teaching aids prepared by student teachers were given to school on request.
- Student teachers were asked to handle ICT enabled classes where there were facilities.

Feedback from PTA:

- To purchase more books and journals.
- To increase the number of students to receive PTA scholarship.

Actions taken:

- Purchased more books and journals.
- PTA scholarship was given to more number of students.

Feedback from Alumni:

- To conduct inter collegiate quiz competitions
- To conduct more number of guest lectures and seminars on relevant topics.
Actions taken:

- Conducted inter collegiate quiz competitions.
- Conducted more number of guest lectures and seminars.

6.2.6 What are the institution’s initiatives in promoting co-operation, sharing of knowledge, innovations and empowerment of the faculty? (Skill sharing across department’s creating/providing conducive environment)

The following are the practices adopted by the institution for promoting co-operation, knowledge sharing, innovations and empowerment of the faculty.

- Charges are assigned to staff members to co-ordinate various activities.
- In the staff council and other meetings faculty is given freedom to express their views.
- Teacher educators are motivated to share their knowledge obtained from attending seminars and in-service courses for the benefit of their colleagues and students in our institution.
- Various innovative techniques and strategies are adopted by the teacher educators to handle classes effectively.
- The faculty is encouraged to act as resource persons in seminars and other programmes organized by other institutions.

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 a Management Information System in place, to select, collect, align and integrate data and information on academic and
administrative aspects. In our institution activities and academic work undertaken are documented in the following ways:

- The details about the institution, viz. its vision, mission, objectives, brief history of the college, the management, the staff of the college, the courses offered and the curriculum are displayed on the website of the college which is regularly updated.
- The information about students is recorded in computer files in the office.
- There are separate computer files maintained in the office for practice teaching, examination, alumni activities, extension activities and staff profile.

6.3.2 How does the institution allocate resources (Human and financial) for accomplishment and sustaining the changes resulting from the action plans?

Human resources are made available to our institution as and when required. Guest faculty is appointed by the management. Financial resources obtained from various sources are collected and allocated to various curricular and co-curricular activities and for infrastructural developments.

6.3.3 How are the resources needed (human and financial) to support the implementation of the mission and goals, planned and obtained?

- Teaching posts in the aided category are sanctioned and approved by the University and Directorate of collegiate education, Trivandrum.
- Non-teaching posts in the aided category are approved by the Directorate of Collegiate Education.
- Human resources are obtained by submitting the proposals to government.
- The additional staff needed are appointed by the Management and paid by the PTA
The financial resources are obtained:

- From the government by way of grant-in-aid
- By submitting proposals to the government and UGC
- From the Management
- From PTA and Alumni

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?

Year plan, college calendar and time table of the institution are prepared by the academic committee. Year plan includes all the curricular, co-curricular and extracurricular activities to be carried out in each academic year. For this purpose, feedback from teachers, heads of the practice teaching schools and administrators involved in the planning process are also collected.

6.3.5 How are the objectives communicated and deployed at all levels to assure individual employees’ contribution for institutional development?

- Meetings and discussions are convened periodically through which objectives are communicated to the employees.
- Through proper deployment of human resources objectives are achieved.

6.3.6 How and with what frequency are the vision, mission and implementation plans monitored, evaluated and revised?

Functional mechanisms are evolved for the regular monitoring of the activities related to the vision, mission and the implementation of plans at different levels.
• At the beginning of the academic year in the induction ceremony the principal reinforces the vision, mission and objectives of the college. The various activities for the ensuing academic year are discussed and planned.

• The required personnel, material and finance are released by the management whenever required. Staff meetings are held occasionally to have a review of the activities.

6.3.7 How does the institution plan and deploy new technology?

The institution plans and deploys new technology in the following ways:

• Students are encouraged to equip themselves with ICT enabled skills.
• Teacher educators make use of new technology in their classes through power point presentations, Computer Assisted Instructions (CAI), OHP, Computer Assisted Language Learning (CALL) digital and smart classrooms.
• Internet facilities are provided in the library and Computer lab.
• Wi-Fi connectivity is provided in the campus

6.4 Human Resource Management

6.4.1 How do you identify the faculty development needs and career progression of the staff?

The faculty needs and career progression of the staff are identified through

• Feed back from the students
• Discussion with the staff
• Performance analysis
• Self-appraisal report
• Peer evaluation
• Administrative evaluation

The information collected through these are analyzed and intimated to the faculty for their professional improvement and career progression.

6.4.2 What are the mechanisms in place for performance assessment (teaching, research, service) of the faculty and staff? (Self appraisal methods, comprehensive evaluation by students and Peers). Does the Institution use the evaluation to improve teaching, research and service of faculty and other staff?

The performance assessment is monitored through

• Self appraisal report
• Student evaluation of teachers and staff
• Peer evaluation

The information collected through the above said evaluation procedures are analyzed and suggestions are given to bring about necessary modifications. The faculties of the institution are motivated to take part in seminars and workshops and also to publish research papers in various national and international journals.

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 following welfare measures are adopted by the institution for the staff well being, satisfaction and motivation:
• Motivating the faculty for attending seminars, conferences by relieving them from current duties.

• Computer facility with internet access is provided to the staff members in the staff room.

• Advancing salary from the management fund for the newly appointed staff till they receive salary from the government.

• Recognizing and appreciating the meritorious services of the staff.

• Honoring the staff when they secure high degrees.

• Providing financial support to the members of staff for medical treatment.

• Conducting staff tour

• Sanctioning leave for faculty improvement programmes.

6.4.4 Has the institution conducted any staff development programme for the skill up gradation and learning for the teaching and non-teaching staff) If yes, give details.

Yes, the institution conducts staff development programmes for the skill up gradation and learning for the teaching and non-teaching staff in the following ways:

• Institution conducts seminars and workshops for improving the competency of teacher educators.

• Training in ICT related skills is given to teaching faculty.

• Computer training is given to non-teaching faculty.
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). How does the institution align these with the requirements of the statutory and regulatory bodies (NCTE, UGC, University etc)?

Ours is a government aided college. The faculty recruitment is made purely on the basis of merit in accordance with the norms of the Kerala Government, NCTE and UGC.

6.4.6 What are the criteria for employing part-time / ad hoc faculty? How are the part time / ad hoc faculty, different from the regular faculty? (Eg. Salary structure, workload, specializations)

The Management appoints part-time/adhoc staff for the smooth functioning of the institution whenever there is a vacant post, till the appointment of the regular staff. They differ from the regular faculty only in the salary structure. Salary is given from the PTA fund.

6.4.7 What are the policies, resources and practices of the institution that support and ensure the professional development of the faculty? (Eg. Budget allocation for staff development, sponsoring for advanced study, research, participation in seminars, conferences, workshops etc and supporting membership and active involvement in local, state, national and international professional associations)

The policy decisions are taken by the principal with the faculty after detailed discussions. The faculty is encouraged to participate in seminars, conferences, workshops and in-service courses. Faculty is also motivated to be active members in local, state, national, international and professional
organizations like CTE, AKTCTA and CWA. We have budget allocation from the PTA and alumni fund for conducting seminars and workshops. The faculty also avails FIP for completing their research work which is sponsored by the UGC.

6.4.8 What are the physical facilities provided to the faculty? (well maintained and functional office, instructional and other space to carry out their work effectively)

The institution provides the following physical facilities to the staff:

- Well furnished and ventilated class rooms.
- ICT facilities in the classrooms and staffroom.
- Well furnished and computerized office
- Separate space is provided to the staff in the library

6.4.9 What are the major mechanisms in place for faculty and other stakeholders to seek information and/or make complaints?

The college website and calendar provides adequate information regarding our institution. Through telephonic enquiries and e-mails the stake holders and faculty can seek information. The stake holders are also free to approach the principal, teaching and non-teaching faculty. There is a grievance redressal cell in our college. A teacher is in charge of the cell. There is a box kept in the college and at the end of the week the box is checked and if there are any complaints the principal and the teacher in charge will look into the matter and take remedial steps. There is also a three tier grievance redressal mechanism for students regarding the academic matters. If there are any complaints regarding marks the first authority to be consulted is the teacher concerned, and if the matter
is not settled it will be handed over to the principal and lastly the final hearing is done by the university. For the staff a staff council is functioning in the college and the complaints of the staff are discussed in the staff council and necessary actions are taken. Feedback from PTA and Alumni are collected, analyzed, suggestions and complaints are taken into account and rectified.

6.4.10 Details on the workload policies and practices that encourage the 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 policies of the institution are based on the norms of the UGC, NCTE, university and the Government of Kerala.

- Teachers are appointed in various committees of the college and they are actively involved in curricular and co-curricular activities of the college.
- They also engage themselves in extension activities.
- Faculty is encouraged to take classes for the benefit of school students on various topics.
- Faculty is motivated to carry out active research.

6.4.11 Does the institution have any mechanism to reward and motivate staff members? If yes, give details.

Yes, the institution has a mechanism to reward and motivate the staff. Rewards and motivation are done in the following ways:

- The staff members are appreciated and recognized in the staff council by the principal whenever good work is done by them.
• The achievements of the staff are recognized and rewarded by the institution.
• Promotion and placements are based on appraisal reports.

6.5 Financial Management and Resource Mobilization

6.5.1 Does the institution get financial support from the government? If yes, mention the grants received in the last three years under different heads. If no, give details of the source of revenue and income generated.

Yes, the institution gets financial support from the government. The details of Government assistance is given below.

<table>
<thead>
<tr>
<th>Year</th>
<th>Salary</th>
<th>UGC Grants</th>
<th>Scholarship</th>
<th>Fees</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011-12</td>
<td>1,66,11,065</td>
<td>2,95,958</td>
<td>2,56,352</td>
<td>7,47,450</td>
</tr>
<tr>
<td>2012-13</td>
<td>1,62,52,205</td>
<td>2,99,744</td>
<td>2,82,425</td>
<td>7,42,920</td>
</tr>
<tr>
<td>2013-14</td>
<td>1,85,10,390</td>
<td>34,20,990</td>
<td>43,500</td>
<td>7,42,920</td>
</tr>
</tbody>
</table>

6.5.2 What is the Quantum of resources mobilized through donations? Give information for the last three years.

<table>
<thead>
<tr>
<th>Year</th>
<th>PTA</th>
<th>Alumni</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011-12</td>
<td>7,01,250</td>
<td>41,250</td>
</tr>
<tr>
<td>2012-13</td>
<td>69,700</td>
<td>40,500</td>
</tr>
<tr>
<td>2013-14</td>
<td>69,700</td>
<td>40,500</td>
</tr>
</tbody>
</table>

6.5.3 Is the operational budget of the institution adequate to cover the day-to-day expenses? If no, how is the deficit met?

Yes, the operational budget of the institution is adequate to cover the day to day expenses. However if there is any deficit it is provided by the management.
6.5.4 What are the budgetary resources to fulfill the missions and offer quality programmes? (Budget allocations over the past five years, depicted through income expenditure statements, future planning, resources allocated during the current year and excess / deficit)

To fulfill the missions and offer quality programmes the budgetary resources of the institution such as salary from government, e-grants, UGC funds, management fund and fees collected from students.

6.5.5 Are the accounts audited regularly? If yes, give the details of internal and external audit procedures and information on the outcome of last two audits. (Major pending audit paras, objections raised and dropped)

Yes, the accounts are audited internally by the management and externally by the Deputy Director of Collegiate Education and by the AG’s office. The audit report is enclosed in the appendix (last two audits).

6.5.6 Has the institution computerized its finance management systems? If yes, give details

Yes, the institution has computerized its finance management system. The following areas have been computerized.

- Staff salary account through SPARK under the Kerala State IT mission
- UGC account
- Scholarship account.
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 following are the best practices in governance and Leadership carried out by the institution.

(i) Academic freedom and flexibility.

Management allows freedom and flexibility to the faculty in matters related to academic work thereby ensuring good governance.

(ii) Excellent Camaraderie

There is excellent co-operation and co-ordination among the staff members. Good relationship is maintained among the management, staff and students.

(iii) Decentralization

Administration of the college is made transparent through decentralized governance. Academic freedom ensures smooth functioning of the college. All the members of the staff council participate in the decision making process which help to incorporate new ideas and suggestions.
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 observation made by NAAC peer team during their previous visit was that the computerization of office and library needs to be speeded up. The observation has been taken seriously and we have fully computerized our college office and library which has contributed to smooth and efficient functioning.

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?

   The following quality sustenance and enhancement measures have been undertaken by the institution since the previous Assessment and Accreditation:

   - Digitalized classroom
   - Effective feedback mechanism
   - Training programmes conducted by the management for the non-teaching faculty.
   - Open access system and book bank facility have been introduced in the library.
   - Installed a photocopier machine in the library.
Criterion VII

INNOVATIVE PRACTICES

7.1 Internal quality assurance system

7.1.1 Has the institution established Internal Quality Assurance Cell? If yes, give its year of establishment, composition and major activities undertaken.

Yes, the institution has established Internal Quality Assurance Cell. It was established in the year 2005.

Composition

<table>
<thead>
<tr>
<th>Sl No</th>
<th>Name</th>
<th>Designation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Prof. R. Prasanna Kumar</td>
<td>Secretary, N.S.S. Colleges’ Central Committee</td>
</tr>
<tr>
<td>2.</td>
<td>Prof. Radha Kaimal</td>
<td>Former Principal of the college</td>
</tr>
<tr>
<td>3.</td>
<td>Dr. Mathew Thomas</td>
<td>Renowned Person from the Locality</td>
</tr>
<tr>
<td>4.</td>
<td>Dr. Prema Kumar</td>
<td>Principal</td>
</tr>
<tr>
<td>5.</td>
<td>Dr. Lakshmi. K. Nair</td>
<td>Co-ordinator</td>
</tr>
<tr>
<td>6.</td>
<td>Smt. K. PValsala Devi</td>
<td>Senior Faculty</td>
</tr>
<tr>
<td>7.</td>
<td>Sri. Gopa Kumar</td>
<td>Office Superintendent</td>
</tr>
</tbody>
</table>
Major activities

- IQAC tries to uplift the quality of the institution by including modern technological development and psycho-sociological development through organizing and promoting participation in (both internal & external) national and international seminars, workshops, counselling classes and training programmes.
- Encourages faculty members to publish papers in journals.
- Initiates awareness programs to enhance linkage with practice teaching and other institutions.
- Improves the institution’s technological infrastructure to enhance teaching learning process.
- Prepares Annual Quality Assurance Report.
- Entrusts the academic committee to prepare academic plan and academic calendar.
- Maintains contact with various stakeholders of the institution to sense the needs and aspirations of the community.
- Motivates the faculty members to participate in the restructuring of B.Ed curriculum.
- Plans the physical infrastructure development of the institution.
- Prepares proposals for financial aid from UGC for physical infrastructure and technological devices.
- Motivates the faculty members to prepare and submit proposals to UGC for research projects, seminars and workshops.
- Plans and monitors value added courses.
- Provides additional help for differently abled children.
- Collects feedback from various sources to evaluate the activities of the college.
7.1.2 Describe the mechanism used by the institution to evaluate the achievement of goals and objectives

- The Education Secretary of colleges’ central committee appointed by the N.S.S. management analyses the functioning of the institution to evaluate the achievement of goals and objectives.
- The feedback and suggestions provided by the student teachers, alumni members, PTA and academic peers are taken into consideration.
- 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 programs?

- According to the norms of Mahatma Gandhi University, NCTE and UGC qualified and competent teachers are appointed.
- Professional development of teachers through orientation, refresher courses and participation in seminars, workshops, conferences etc.
- Providing proper infrastructure facility, library and laboratories.
- Content delivery through ICT.
- Setting interactive classroom sessions.
- Continuous internal evaluation system.
- Excellent performance are rewarded and motivated.
- Student feedback on B.Ed programme are considered for quality sustenance.
- Peer evaluation.
- Peer teaching.
• Focusing on regularity, punctuality, discipline and best results.
• Arranging Tutorial sessions
• Arranging expert talks and guest lectures.
• Timely suggestions and feedback from the management, principal, staff council and interaction with stakeholders to ensure the quality of academic programs.
• Encourage the faculty to avail FIP
• Conducting tests and giving remedial coaching for weak students.
• Facilitating collaborative discussion among the faculty.

7.1.4 How does the institution ensure the quality of its administration and financial Management processes?

The institution through various steps ensures the quality of its administration process:

• The management of our college monitors the needs and requirements of the institution.

• Teaching and non-teaching staff participate in the administrative work headed by the principal.

• The administrative staff headed by the principal works for the smooth functioning of the college.

• Decentralization of administration for effective functioning of the institution.

The institution ensures the quality of financial management process through:

• Preparation of institution’s annual budget
• Preparation of annual statement of accounts.
• Proper utilization of UGC/PTA/Management funds.
• Internal and external auditing
• Documentation of every financial transaction
• Filing of document of income tax paid by staff members.

7.1.5 How does the institution identify and share good practices with various constituents of the institution?

The institution identifies various good practices through:

• Faculty
• IQAC
• Alumni
• PTA
• Student council

The institution shares its good practices through:

• Staff Council Meetings
• Student council Meetings
• IQAC Meetings
• Alumni meetings
• PTA meetings
• College website and annual college magazine.
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?

Our institution sensitizes the faculty members on the issue of inclusion through various programmes:

- The sensitization and exposure of the faculty towards inclusion is ensured by providing them opportunities for participating in seminars, workshops and research work related to the issue of inclusion and the focus given to it in the national policy of Education and in the school curriculum.

- The faculty members are sensitized to the concept of inclusive education and need based pedagogy through talks wherein they get exposed to the principles of effective teaching such as classroom organization, seating arrangement, examination and evaluation process.

- The faculty get firsthand experience of the issues by visiting special schools.

- The faculty members are also encouraged to undergo training programmes which stress the need to treat the differently abled children with more care and better strategies.

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 curriculum of B.Ed programme 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, topics like individual differences with special reference to exceptional children are included which adequately covers the concept of inclusion and exceptionalities as well as gender differences.

- The academic plan of the institution ensures provision of awareness about inclusion, exceptionalities and gender issues through activities like seminars, debates, workshops etc.
- Talks are arranged for students pertaining to equality, justice, heterogeneity, constitutional and legal provisions.

### 7.2.3 Details 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 various activities and strategies envisioned in the curriculum and adopted by the institution are such that they foster positive social interaction, active engagement in learning and self motivation. These include:

- Grouping of students in to different houses for co-curricular activities.
- Thought for the day programme.
- Arts Fest
- Provision of all infra structure facilities to enhance academic environment
- Personality development Programme
- Microteaching Classes
- Remedial teaching
- Quiz competitions, debates, elocution, recitation, seminars organised by various associations
- Club activities
- Celebration of festivals
- Observation of national and international days
- Tours
- Student led classroom discussion in small groups
- Power point preparation by the students.
- Preparation of study materials by students
- Optional-wise manuscript magazine preparation
- Library period
- Class wise seminars
- Brain Storming
- Preparation of assignments, seminars and projects
- Award for the top scorers in the university examination
- Tutorials

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 student teachers develop proficiency for working with children from diverse backgrounds and exceptionalities through:

- Awareness programmes, seminars and discussions.
- Student teachers are oriented to give personal attention to children from diverse background and exceptionalities
- Practice teaching in schools of rural areas
- Student teachers are motivated to diagnose problematic students and do case study to suggest remedial measures during teaching practise.
7.2.5 How does the institution address to the special needs of physically challenged and differently-abled students enrolled in the institution?

- Remedial classes taken by the faculty
- Braille Books kept in the library for visually handicapped students
- Peer group assistance given in learning
- Equipments like digital voice recorder, tape recorder supplied for facilitating learning
- Scribes are provided for attending theory examination and arrangement are made for extending the duration of examination
- Financial assistance is given to physically challenged students

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)?

Whenever we come to know about gender sensitive issues happening in the society, we make it a point to take up and discuss the same analysing the various aspects for the benefit of our student teachers. The other programmes which we undertake to conscientize student teachers are:

- Talks on Women empowerment, domestic violence, atrocities against women and the like.
- Legal awareness programmes
- Film show based on Women empowerment
• Debates
• Counselling classes.
• Talks by doctors on health issues of women

Gender sensitive issues of the institution are handled by women’s forum and the grievance redressal cell functioning in the college.

7.3 **Stake holder relationship**

7.3.1 **How does the institution ensure access to information on organizational performance (Academic and Administrative) to the stakeholders?**

The institution maintains good and cordial relationship with all the stakeholders. It encourages active participation of stakeholders in all its deliberations.

• The vision and mission are displayed in the college.
• The website of the college, news letter, college magazine, class magazine and work diary highlight the activities of the institution.
• The college calendar gives the academic calendar and all the information regarding the institution.
• Annual report of the institution by the principal is published in the college magazine.
• Regular staff meetings are organised to provide information regarding academic and other developments of the institution.
• PTA meetings
• Alumni Meetings
• The teaching and non-teaching faculty actively participate in all the activities of the college.
7.3.2 How does the institution share and use the information/data on success and failure of various processes, satisfaction and dissatisfaction of students and stakeholders for bringing qualitative improvement?

The institution share and use the information/data on success and failure of various processes, satisfaction and dissatisfaction of students and stakeholders for bringing qualitative improvement by the following means:

- In the staff meetings the success and failures of the teaching-learning process, co-curricular and extracurricular activities are discussed. Suggestions are made and necessary decisions are taken.
- Class representatives share the satisfaction and dissatisfaction of the students regarding various activities of the institution.
- Grievance redressal Cell for students to express their complaints
- Feedback from students, PTA, mentor teachers of practice teaching schools and alumni towards the institution are collected and analysed to bring about quality improvement.
- Success and failures are discussed and shortcomings are rectified.

7.3.3 What are the feedback mechanisms in vogue to collate the data from students, professional community, Alumni and other stakeholders on program quality? How does the institution use the information for quality improvement?

Students

- Feedback is collected from student teachers periodically
- General feedback on teachers and institution is collected at the end of the year.
- Grievance redressal box is kept in the college auditorium to collect students’ grievance and suggestions.
Professional Community

- Faculty members conduct informal interaction with the concerned teachers in the practice teaching schools to collect information about the areas which need improvement.
- During practical board examination the institution accepts the suggestions from the external examiners.
- Heads and teachers of the practice teaching schools give their suggestions in the evaluation Performa provided to them.

Parent – Teacher Association

- PTA meetings are held once in a year. Suggestions for improvement are collected from the members of the PTA during these meetings.
- Feedback is collected through an evaluation proforma.

Alumni

- Alumni association of the institution meets on the second Saturday of January every year. The members give very strong recommendations and moral support for the many reforms to be brought about in the institution.
- Constructive feedback is collected, documented and necessary corrections are made.

The feedback collected from the stakeholders is discussed in the staff meetings and necessary actions are taken which help the institution to move further by improving the quality
Additional Information to be provided by Institutions opting for Re-Accreditation/Re-Assessment.

1. How are the core values of NAAC reflected in the various functions of the institution?

   The institution undertakes various programmes to ensure the core values of NAAC

Core Value I: Contribution to National Development

   - Celebration of National days
   - Organising National Seminars
   - Talks on National issues
   - Value oriented education

Core Value II: Fostering Global Excellence

   - Organising International Seminars
   - ICT integrated classrooms
   - Celebrating International days
   - Talks on international issues
   - Installation of INFLIBNET

Core Value III: Inculcating value system

   - Thought for the day
   - Morning Prayer
   - Value oriented classes
Core Values:

Core Value I: Environmental Sustainability
- Environmental awareness
- Nature club
- Personality development Programme
- Celebration of all the religious festivals
- Campus cleaning

Core Value IV: Promoting use of Technology
- Computer and computerised language Lab
- Digital and smart classrooms
- Installation of INFLIBNET
- Online Admission
- Online Registration in the university

Core Value V: Quest for Excellence
- Establishment of IQAC
- Review of teaching-learning process
- Continuous evaluation
- Doing Research
- Equipping students for Global employability
- Organising International, national and state level seminars
- Digital and smart classrooms
- Collaboration with various organisations
- Association with professional bodies
MAPPING OF ACADEMIC ACTIVITIES OF THE INSTITUTION

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**Note:** A week is of six working days and a day is of six clock hours.
The table should cover the entire academic session and may be extended as per requirement

NAAC for Quality and Excellence in Higher Education
DECLARATION BY THE HEAD OF THE INSTITUTION

I certify that the data included in this Self-Appraisal Report (SAR) are true to the best of my knowledge.

This SAR is prepared by the institution after internal discussions, and No part thereof has been outsourced.

I am aware that the Peer team will validate the information provided in this SAR during the peer team visit.

Sd/-

Signature of the Head of the Institution with Seal:

Place:

Date: