

**NSS TRAINING COLLEGE PANDALAM**  
**PATHANAMTHITTA DIST 689 501**

**ACCREDITED BY NAAC AT B++ GRADE**



**RE ACCREDITATION REPORT 2014**

**Dr. K. Rema Devi**

**Principal**

## College Profile

### A) Profile of the Institution

1. Name and address of the Institution : **N.S.S.Training College, Panthalam,  
Pathanamthitta(Dist), Kerala State.**
2. Website URL : [www.tcpdlm.org](http://www.tcpdlm.org)
3. For communication : [principal\\_tcpdlm@yahoo.com](mailto:principal_tcpdlm@yahoo.com)

#### Office

Name	Telephone Number with STD Code	Fax No.	E-Mail Address
Principal Dr. .Rema Devi	04734 – 252252	04734 - 252242	<a href="mailto:principal_tcpdlm@yahoo.com">principal_tcpdlm@yahoo.com</a>
Vice-Principal	N.A.		
Self appraisal Co-ordinator Smt.K.S.Girija	04734-252252		<a href="mailto:girijakumari447@gmail.com">girijakumari447@gmail.com</a>

#### Residence

Name	Telephone Number with STD Code	Mobile Number
Principal	04734 – 2475875	9446444475
Vice Principal	N.A.	
Self – appraisal Co-ordinator	04734-254099	9447074031

4. Location of the Institution:

Urban

☐

Semi-urban

☐

## College Profile

Rural

☒

Tribal

☐

Any other (Specify and indicate)

☐

5. Campus area in acres:

Three acres

6. Is it a recognized minority institution?

Yes

☐

No.

☒

7. Date of establishment of the institution:

Month & Year

M M	YYYY
08	1957

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

KERALA

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

2(f) Month and Year

12B Month and Year

M M	YYYY
09	1986

M M	YYYY
08	1957

10. Type of Institution

a. By funding

i. Government

☐☐

## College Profile

ii. Grant- in-aid

iii. Constituent

iv. Self-financed

v. Any other (specify and indicate)

b. By Gender

i. Only for Men

ii. Only for Women

iii. Co-education

b. By Nature

i. University Dept.

ii. RIE

iii. IASE

iv. Autonomous College

v. Affiliated College

vi. Constituent College

vii. Dept. of Education of a  
Composite College

viii. CTE

ix. Any other (specify and indicate)

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

Yes

☐

No

☒

If yes, has the Institution applied for autonomy?

## College Profile

Yes ☐ No ☐

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

Sl. No	Level	Program ime/ Course	Entry Qualificat ion	Nature of Award	Dura tion	Medium of instructi on
i).	Pre- primary			Certificate		
				Diploma		
				Degree		
ii).	Primary/ Elementary			Certificate		
				Diploma		
				Degree		
iii).	Secondary/ Sr.secondary			Certificate		
		B.Ed	Degree/PG for commerce	Diploma		
				Degree	1 Year	English
iv).	Post Graduate			Diploma		
		M.Ed	B.Ed+ PG	Degree	1 Year	English
v).	Other  (specify)			Certificate		
				Diploma		
				Degree		

(Additional rows may be inserted as per requirement)

## College Profile

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

Level	Programme	Order No. & Date	Valid Upto	Sanctioned Intake
Pre-primary				
Primary/Elementary				
Secondary/ Sr.secondary	B.Ed	No.5178 Dt: 21.03.2000		150
Post Graduate	M.Ed	No.FSRO/NCTE/2006- 07/7192 Dt:30-7-2007.		25
Other				

(Additional rows may be inserted as per requirement)

**B) CRITERION-WISE INPUTS**

**Criterion I : Curricular Aspects**

- Does the Institution have a stated

Vision

Yes

☒

No

☐

Mission

Yes

☒

No

☐

Values

Yes

☒

No

☐

Objectives

Yes

☒

No

☐

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

No

If yes,

- a) How many programmes?

NA

- b) Fee charged per programme

NA

- Are there programmes with semester system

YES

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

Yes

☒

No

☐

## College Profile

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

15

- Number of methods/ Elective options (programme wise)

D.Ed

B.Ed

M.Ed (Full Time)

M.Ed (Part Time)

Any other (specify and indicate)

Eight

Six

- Are there programmes offered in modular form

Yes

No

✓

Number

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

Yes

No

✓

Number

2

- Are there programmes with faculty exchange/ visiting faculty

Yes

No

✓



## College Profile

Number

48

- Is there any mechanism to obtain feed back 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 ☐

- How long does it take for the institution to introduce a new

Programme within the existing system?

Within 3 months

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

Yes ☐      No ☒

Number

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

Yes ☒      No ☐

Number

2

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

Yes

☒

No

☐

- 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 – M.Ed

☒

c) Through an interview

☐

d) Entrance test and interview

☐

e) Merit at the qualifying examination – B.Ed

☒

f) Any other (specify and indicate)

☐

(If more than one method is followed, kindly specify the weightages)

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

a). Date of start of the academic year

M.Ed - 10.09.2012

☐

B.Ed - 01.11.2012

b) Date of last admission

M.Ed - 20.11.2012

☐

B.Ed - 27.12.2012

c) Date of closing of the academic year

M.Ed - 20.09.2013

☐

## College Profile

B.Ed - 31.10.2013

d) Total teaching days

M.Ed - 160 days

B.Ed - 160 days

e) Total working days

M.Ed. - 200days

B.Ed.- 200days

3. Total number of students admitted

Programme	Number of students			Reserved			Open		
	M	F	Total	M	F	Total	M	F	Total
D.ED									
B.Ed			126	1	11	12	17	97	114
M.Ed. (Full Time)			25	Nil	3	3	1	21	22
M.Ed. (Part Time)									

4. Are any overseas students ?

Yes

No

☒

If yes, how many

5. What is the 'unit cost' of teacher education programme ?

(Unit cost = total annual recurring expenditure divided by the Number of students/ trained)

a) Unit cost excluding salary component

12851

## College Profile

b) Unit cost including salary component

Rs.1,04,116

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

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

Programme	Open		Reserved	
	Highest (%)	Lowest (%)	Highest (%)	Lowest (%)
D.Ed.				
B.Ed.	99	50	88.5	35
M.Ed. (Full Time)	94	55	70.6	50
M.Ed. (Part Time)				

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

Yes

☒

No

☐

8. Does the institution develop its academic calendar ?

Yes

☒

No

☐

## 9. Time allotted in percentage

<b>Programme</b>	<b>Theory</b>	<b>Practice Teaching</b>	<b>Practicum</b>
D.Ed			
B.Ed	928hours	200hours	32hours
M.Ed. (Full Time)	928hours	232hours(dissertation work)	1.
M.Ed (Part Time)			

## 10. Pre- practice teaching at the Institution

a) Number of pre-practice teaching days

30	
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b) Minimum number of pre-practice teaching Lesson given by each student

40	
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## 11. Practice Teaching at School

a) Number of schools identified for practice teaching

17
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b) Total number of practice teaching days

42
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c) Minimum number of practice teaching lessons given by each student

40
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12. How many lessons are given by the student teacher in simulation and pre-practice teaching in classroom situations ?

Number of Lessons  
in simulation

5

Number of Lessons  
Pre-practice teaching

20

13. Is the scheme of evaluation made known to students at the Beginning of the academic session?

Yes ☒

No ☐

14. Does the institution provide for continuous evaluation ?

Yes ☒

No ☐

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

Programme	Internal	External
D.Ed.		
B.Ed	50%	50%
M.Ed. (FullTime)	17%	83%
M.Ed. (Part Time)		

16. Examinations

a) Number of sessional tests held for each paper

2

b) Number of assignments for each paper

2

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

	Yes	No
Computers	Yes	
Intranet	Yes	
Internet	Yes	
Software / courseware( CDs)	Yes	
Audio resources	Yes	
Video resources	Yes	
Teaching Aids and other related materials	Yes	
Any other (specify and indicate)	Interactive boards	

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

Yes ☒ No ☐

Number

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

Yes

☒

No

☐

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

Compulsory

☒

Optional

☐**Criterion III : Research, Development and Extension**

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

Number	11	69 %
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2. Does the Institution have ongoing research projects ?

Yes

☒

No

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

Funding agency	Amount (Rs)	Duration (years)	Collaboration, if any
1.U.G.C	80000/-	18 months	Nil
2. U.G.C	80000/-	18 months	Nil
3.U.G.C	100000/-	18 months	Nil
4.U.G.C	30000/-	24 months	Nil

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

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



## College Profile

- Teachers are given study leave ☒
- Teachers are provided with seed money ☒
- Adjustment in teaching schedule ☒
- Providing secretarial support and other facilities ☒
- Any other (specify and indicate) ☒

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

Yes ☐ No ☒

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

a. Ph.D

b. M.Phil

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

Yes ☒ No ☐

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

	Yes	No	Number
International journals	<input checked="" type="checkbox"/>		8
National journals – referred papers Non referred papers	<input checked="" type="checkbox"/>		52
Academic articles in reputed Magazines/news papers	<input checked="" type="checkbox"/>		70
Books	<input checked="" type="checkbox"/>		3
Any other (specify and indicate)			

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

Yes ☒ No ☐

Number

## College Profile

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

	Faculty	Students
National seminars	68	24
International seminars	6	
Any other academic forum		

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

(Mark '√' for yes and 'X' for No.)

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

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

Yes ☒ No ☐

If yes, indicate the nature of the post.

Full-time	<input type="checkbox"/>
Part-Time	<input type="checkbox"/>
Additional charge	<input checked="" type="checkbox"/>

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

Yes ☐ No ☒

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

Yes ☒ No ☐

## College Profile

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

Yes

☒

No

☐

16. Does the institution provide consultancy services?

Yes

☒

No

☐

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

32,000

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

Local level	YES
State level	YES
National level	YES
International level	YES

### Criterion IV: Infrastructure and Learning Resources

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

2277.03 sq.m..

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

a) Methods lab

Yes

☒

No

☐

b) Psychology lab

Yes

☒

No

☐

c) Science Lab(s)

Yes

☒

No

☐

d) Education Technology lab

Yes

☒

No

☐

e) Computer lab

Yes

☒

No

☐

f) Workshop for preparing teaching aids

Yes

☒

No

☐

## College Profile

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

√ 34

4. What is the Budget allotted for computers (purchase and maintenance)

during the previous academic year)

Rs.3,76,348

5. What is the Amount spent on maintenance of computer facilities during

The previous academic year?

Rs.40,193

6. What is the Amount spent on maintenance and upgrading of laboratory facilities

during the previous academic year?

Rs.4,33,331

7. Budget allocation for campus expansion (building) and upkeep for the current

academic session/ financial year?

Rs.2,00,000

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

Yes

9. Total number of posts sanctioned

Open      Reserved

Teaching  
Non-teaching

M	F	M	F
1	15		
11	3		

4. Total number posts vacant

M	F	M	F

## College Profile

10. Total Number of posts vacant

Reserved

Teaching - Nil

Non-teaching - Nil

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Open

11. a. Number of regular and permanent teachers

Open

Reserved

Assistant Professors

Associate Professors

Professors

M	F	M	F
	7		
1	7		

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

Open

Reserved

Lecturers- commerce

Readers

Professors

M	F	M	F
	1		

c. Number of teachers from

Same state

Other states

16
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NIL
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12. Teacher student ratio (programme –wise)

Programme	Teacher student ratio
D.Ed.	
B.Ed	1:12.5
M.Ed.(Full Time)	1:5
M.Ed(Part Time)	

13. a. Non-teaching staff

Open Reserved

Permanent

Temporary

M	F	M	F
11	3		

## College Profile

### b. Technical Assistants

Open Reserved

Permanent

Temporary

M	F	M	F
0	0		
0	0		

#### 14. Ratio of Teaching –Non-Teaching staff

1.2:1

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

58%

#### 16. Is there an advisory committee for the library ?

Yes

✓

No

☐

#### 17. Working hours of the Library

On working days

09.00am–04.30pm

On holidays

10.00am– 02.00 pm

During examinations

09.00am–04.30 pm

#### 18. Does the library have an open access facility

Yes

✓

No

☐

## College Profile

### 19. Total collection of the following in the library

a. Books		8162
Text books	}	7361
Reference books		801
b. Magazines		10
Journals subscribed		
Indian journals		38
Foreign journals		4
f. Peer reviewed journals		1
g. Back volumes of journals		842
h. E-information resources		
Online journals / e-journals		√
CDs / DVDs		√
Databases		√
Video Cassettes		√
Audio Cassettes		√

### 20. Mention the

Total carpet area of the Library (in sq.mts.)	1472 sq.ft
Seating capacity of the Reading room	90

### 21. Status of automation of Library

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



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

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

23. Are students allowed to retain books for examinations?

Yes ☒ No ☐

24. Furnish information on the following

Average number of books issued/ returned per day

Maximum number of days books are permitted to be retained

## College Profile

By the students

14

By the faculty

14

Maximum number of books permitted for issue

for students

B.Ed-2, M.Ed-3

for faculty

6

Average number of users who visited/

850

Consulted per month

Ratio of library books(excluding text books and

Book bank facility) to the number of students enrolled

50:1

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

Of the institution?

3%

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

	<b>I 2011-2012</b>		<b>II 2010-2011</b>		<b>III 2009-2010</b>	
	<b>Number</b>	<b>Totalcost (in Rs.)</b>	<b>Number</b>	<b>Total cost (in Rs)</b>	<b>Number</b>	<b>Total cost (in Rs.)</b>
i. Text books	411	2,29,511	97	1,00,295	519	2,06,943
ii. Other books						
iii. Journals/ Periodicals	35 14	30,000 15,000	48 14	36,000 14,000	38 14	35,000 13,000
iv. Any others (specify and Indicate)	20 books donated		7 books donated		27 books donated	
(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

Programme	Year 1	Year 2	Year 3
D.Ed			
B.Ed	Nil	Nil	Nil
M.Ed (Full Time)	Nil	Nil	Nil
M.Ed (Part Time)			

2. Does the institution have the tutor –ward/or any similar mentoring system?

Yes ☒ No ☐

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

15 for B.Ed.  
5 for M.Ed.

3. Does the institution offer Remedial instruction?

Yes ☒ No ☐

4. Does the institution offer Bridge courses?

Yes ☐ No ☒

## College Profile

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

	UG			PG			M.Phil		
	I 2009-10	II 2010-11	III 2011-12	I 09-10	II 10-11	III 11-12			III
Pass percentage B.Ed	83	99	96	88	91.7	92			
Number of first classes	110	90	87	22	22	20			
Number of distinctions	2	32	30			1			
Exemplary Performances(G old Medal and university ranks)	0	0	0	0	2	2			

### 6. Number of students who have passed competitive examinations

During the last three years (provide year wise data )

	I	II	III
NET	20	23	21
SLET/SET	48	52	41
Any other (specify and indicate)TET		55	48

## College Profile

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

Financial Aid	I 2010-11	II 2011-12	III 2012-13
(i) Merit Scholarship	2	1	1
(ii) Merit-cum- means  Scholarship			
(iii) Fee concession	108	114	68
(iv) Loan facilities			
Any other (specify and indicate)			
<i>(Additional rows may be inserted as per requirement)</i>			

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

Yes ☐ No ☒

9. Does the institution provide Residential accommodation for:

Faculty Yes ☐ No ☒

Non-Teaching staff Yes ☐ No ☒

## College Profile

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

Yes

☒

No

☐

If yes, number of students residing in hostels

Men

NIL

Women

40

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

Sports field

Yes

☒

No

☐

Indoor sports facilities

Yes

☒

No

☐

Gymnasium

Yes

☒

No

☐

12. Availability of rest rooms for Women

Yes

☒

No

☐

13. Availability of rest rooms for men

Yes

☒

No

☐

14. Is there transport facility available?

Yes

☐

No

☒

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

Yes

☒

No

☐

## College Profile

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

	Organised			Participated		
	Yes	No	Number	Yes	No	Number
Inter-collegiate				√		1
Inter-university				√		2
National						
Any other (specify and indicate)						

*(Excluding college day celebration)*

16. Give details of the participation of students during the past year at the University, state, regional, National and international sports meets.

	Participation of students (Numbers)	Outcome (Medal achievers)
State		
Regional	40	5
National		
International		

18. Does the institution have an active Alumni Association ?

Yes ☒ No ☐

If yes, give the year of establishment



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

Yes ☒

No ☐

20. Does the institution regularly publish a college magazine?

Yes ☒

No ☐

21. Does the institution publish its updated prospectus annually?

Yes ☒

No ☐

22. Give the details on the progression of the students to employment/

Further study (Give percentage ) for last three years

	Year 1 (%)	Year 2 (%)	Year 3 (%)
Higher studies	8%	7%	8%
Employment (Total)	95%	93%	90%
Teaching	90%	85%	88%
Non teaching	5%	8%	2%

23 Is there a placement cell in the institution?

Yes ☐

No ☐

## College Profile

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

1	2	3

17. Does the institution provide the following guidance and counseling services to students ?

- Academic guidance and Counseling      Yes ☒      No ☐
- Personal counseling      Yes ☒      No ☐
- Career Counseling      Yes ☒      No ☐

### Criterion VI: Governance and Leadership

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

Yes ☒      No ☐

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

Governing Body/ Management	2
Staff Council	Every once in a week
IQAC/ or any other similar body/ committee	Once in a month
Internal Administrative Bodies contributing to quality improvement of the institutional processes. (mention only for three most important bodies)	1. Students Union 2. Exam of evaluation 3. Library committee

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

Loan facility	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Medical assistance	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Insurance	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Other (specify and indicate)	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>

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

I	II	III
1	2	2

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

3 +1
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b. Number of teachers who were sponsored for professional development programmes by the institution

National	Nil		
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International	Nil		
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## College Profile

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

I	II	III
	1	2

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

I	II	III
12	13	11

e. Research development programmes attended by the faculty

I	II	III
12	14	16

f. Invited/endowment lectures at the institutions

I	II	III
8	6	8

Any other area(specify the programme and indicate last 3 years)

Blood donation camp	Nature Camp	Tourism Camp	Quiz club/Debate club	Film club
3	5	1	10	3

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

a. Self-appraisal

Yes

☒

No

☐

b. Student assessment of faculty performance

Yes

☒

No

☐

c. Expert assessment of faculty performance

Yes

☒

No

☐

d. Combination of one or more of the above

Yes

☒

No

☐

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

Admission and Examination

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

Grand- in -aid

33.25 Lakhs

## College Profile

Fees

288600

Donation

Self-funded courses

Any other (specify and indicate)

### 9. Expenditure statement (for last two years)

Year 1    Year 2

2010-11    2011-12

Total sanctioned Budget	1,39,73,840	1,66,64,745
% spent on the salary of faculty	65	58
% spent on the salary of non-teaching employees	20	23
% spent on books and journals	3	3
% spent on developmental activities (expansion of building)	3	3
% spent on telephone, electricity and water	1	2
	2	3

## College Profile

% spent on maintenance of building, sports facilities, hostels, residential complex and student amenities, etc.		
% spent on maintenance of equipment, teaching aids, contingency etc.	3	3
% spent on research and scholarship (seminars, conferences, faculty development programs, faculty exchange ,etc.)	2	3
% spent on travel	1	2
Total expenditure incurred	1,42,75,265	1,69,70,853

9. Specify the institution surplus/ deficit budget during the last three years ?  
(specify the amount in the applicable boxes given below)

	Surplus in Rs.	Deficit in Rs.
2009-10	<input type="text"/>	<input type="text" value="1 37 631"/>
2010-11	<input type="text" value="3,01,425"/>	<input type="text"/>
2011-12	<input type="text" value="3 06 108"/>	<input type="text"/>

## College Profile

10. Is there an internal financial audit mechanism ?

Yes ☒ No ☐

11. Is there an external financial audit mechanism?

Yes ☒ No ☐

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

Administration	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Finance	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Students records	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Career counseling	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Aptitude Testing	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Examinations /Evaluation / Assessment	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Any other (specify and indicate)	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>

13. Does the institution have an efficient internal co- coordinating and monitoring mechanism ?

Yes ☒ No ☐

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

Yes ☒ No ☐



## College Profile

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

Yes ☒ No ☐

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

Yes ☒ No ☐

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

a) for teachers ☒

b) for students ☒

c) for non- teaching staff ☒

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

Yes ☐ No ☒

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

Yes ☒ No ☐

20. Is the institution sensitized to modern managerial concepts such as strategic planning, teamwork, decision- making, computerization and TQM ?

Yes ☒ No ☐

**Criterion VII: Innovative Practices**

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

Yes ☒ No ☐

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

Yes No ☒ ☐

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

Category		Men	%	Women	%
a	SC	8	6.34	7	5.56
b	ST	0	0	0	0
c	OBC	1	0.79	22	17.46
d	Physically challenged	0	0	0	0
e	General Category	3	2.38	60	47.62
	Rural	4	3.17	96	76.19

## College Profile

f					
g	Urban	2	1.58	98	77.78
h	Any other(specify)				

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

Category		Teaching staff	%	Non-teaching staff	%
a	SC	0	0	0	
b	ST	0	0	0	
c	OBC	0	0	0	
d	Women	16	94.12	3	21.43
e	Physically challenged	0	0	0	0
f	General Category	17	100	14	100
g	Any other (specify)				

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

Category	At admission	On completion of the course
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***College Profile***

	Batch I	Batch II	Batch I	Batch II
SC	75.13	78.25	86.20	91.33
ST	-	-	-	-
OBC	74.00	79.25	92.34	93.6
Physically challenged	-	-	-	-
General Category	82.20	83.50	91.60	92.11
Rural	-	-	-	-
Urban	-	-	-	-

## **II. CRITERION WISE ANALYSIS**

### **CRITERION 1: CURRICULAR ASPECTS**

**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.)**

- To facilitate comprehensive development of teacher- trainees
- To instill basic human values and civic responsibility.
- To provide opportunities for developing professional competencies and teaching skills.
- To make teacher education accessible to the socially, educationally and economically disadvantaged sections.
- To provide opportunities for community work and extension activities.
- To uphold the ideal of equality in education by wiping out discrimination in the institution.
- To enhance self- development of the teacher- trainees by extending both scholastic and non-scholastic exposures.
- To sensitize the trainees about the significance of environmental protection and sustainable development.
- To foster respect towards mankind and positive attitude towards rural people..
- To provide appropriate direction to the teacher trainees regarding job opportunities.
- To provide experience in research.
- To take measures to make teacher- trainees tuned to the emerging global trends in education.
- To protect the interests and aspirations to our nation and to dedicate to its development and progress.
- To equip the teacher trainees to overcome the challenges in the teaching profession.

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

### **Need assessment**

At the beginning of the course a questionnaire will be given to the teacher- trainees to know whether they need any courses or class in addition to those suggested in their curriculum. From the feedback obtained from the students and through the following activities the college assesses the needs of teacher- trainees and organizes different activities for them.

- Content revision of std.8, 9 and 10
- Class tests for content revision
- Grievance redressal mechanism
- Assessment of the students' competency in computer and communicative English etc.

### **Information database**

An information data base has been developed by the institution by gathering feedback from faculty members, teacher trainees, alumni, employers, parents, academic experts etc.

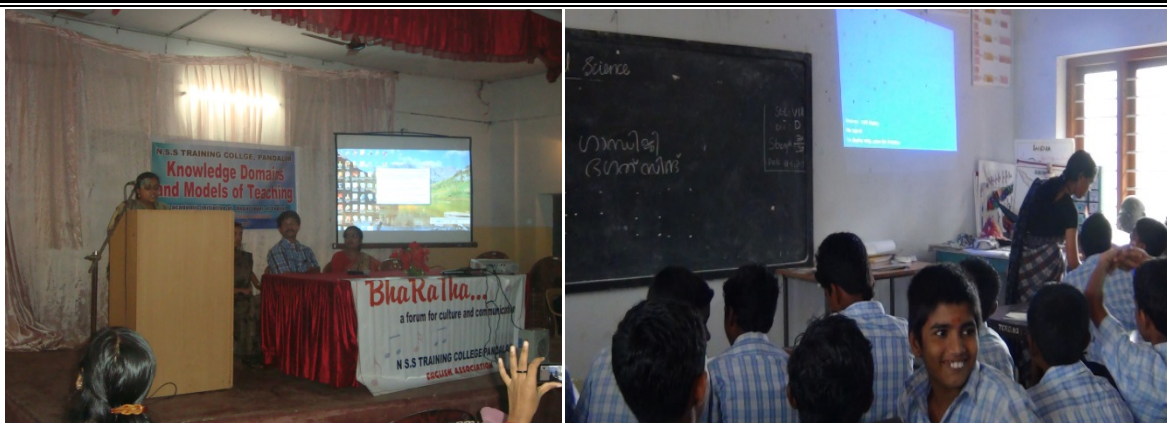
### **Formalizing the decisions in statutory academic bodies**

The thoughts and perceptions on curriculum aired by various stakeholders and experts are made known to the authorities concerned. Suggestions and opinions of the institution with regard to curriculum are sent to the syndicate and Board of studies.

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

In order to have knowledge about the emerging needs in addition to those reflected in the curriculum, discussions, seminars, workshops etc on the following topics were conducted in the college.

- Critical pedagogy.
- Reflective practices.
- Continuous and comprehensive evaluation
- ICT integrated learning



- Multiple intelligence

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

### **Environment**

N.S.S.Training College, Pandalam organizes activities addressing environmental issues. A nature club has been functioning in the institution. The teacher- trainees are made aware of the core environmental problems through the activities of the nature club and through other activities like the following:

- ❖ Environmental awareness programmes
- ❖ Seminar on climate change for high school students
- ❖ Sapling planting programme is conducting on every World Environment Day. All the trainees are given saplings from the institution by the head of the institution.



- ❖ Environmental scientists and organizations are engaged to give talk or presentation on selected topics.
- ❖ Demonstration classes on aquarium construction.
- ❖ Donation of aquariums to nearby school.
- ❖ Paper bag making programmes
- ❖ Nature awareness programme for the students of adopted school
- ❖ Presentations on environment related topics by the teacher- trainees.
- ❖ Student from schools and colleges in the vicinity and from practice teaching schools are invited to participate in the activities like environment quiz on nature protection.
- ❖ News paper and journal reports on these issues are exhibited on the bulletin boards kept outside the optional class rooms.
- ❖ College union is directed to take responsibility for keeping the premises clean and neat.
- ❖ subscribe to Environmental magazines

### Value Education

Value inculcation among the trainees of this institution is made possible by organizing classes and seminars on value education and other activities like the following.

- A class on Value Education by Sri. Padmanabhan . (Expert on spiritual talks).
- Philanthropy is encouraged in through visits to and charity gestures at orphanages, old age homes, and destitute homes.
- Setting libraries in orphanages





## College Profile

- Donation of books and other necessary materials to schools
- Cleaning activities
- Prayer and Thought for the day programme.
- Celebration of days of national importance.
- Observation of Aids Day
- Human rights day
- Womens day
- Legal awareness day



### Providing ICT Experience

- Theoretical background on ICT.
- Computer for learning in the library.
- A computer lab with 15 computers and internet facility



- The teacher- trainees prepare power point presentations, transparency sheets and slides

- A course on computer basics to the trainees.
- Educational CD's
- The teachers and students use OHP and LCD

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

With the help of computer facilities the faculty prepares lecture notes in consultation with resources and databases like ERIC on the internet.

## **1.2. ACADEMIC FLEXIBILITY**

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

Teaching as a professional practice inevitably needs reflective practice. That is why, the institution endeavors to provide the teacher- trainees with experiences that can be reflective.

- The teacher trainees collect the information required for the topics they have to learn for their teacher education course from different sources like library, internet.
- The teacher educator often presents the material in the form of a problem before the trainees to reflect over their experiences related to the problem.
- The trainees are provided with opportunities to discuss and share their experiences and observations.

The following experiences given below provide opportunities to the trainees so that teaching becomes a reflective practice.

#### **Group work**

Trainees are often grouped in to small groups and are required to discuss the topic they have been given. The trainees interact with their peers so that learning become reflective.

- **Pupil- learning material interaction**

Trainees are directed to refer books and journals related to the content to make them actively involved in specific learning tasks. Web based learning and Computer assisted learning are also promoted.

- **Problem based Learning**

This type of learning helps to stimulate critical thinking and exploration skill which lead to problem solving. Individual practicum is meant for developing problem based learning skills.

- **Simulated practice**

Situations which can be role played from any subject will be chosen by the teacher and a role play is conducted. This technique is often adopted in language class rooms and in social science class rooms.

- **Practice teaching in two sessions**

The first semester practice consists of ten days of teaching practice. After the practice of all the ten lessons in the first semester, a reflection session is organized in the college, where the teacher-trainees share their experience on teaching. The second phase of teaching practice is for 30 days. The assessment of teaching practice is carried out by the subject teacher and one of the teachers of core subjects. The school teachers are also requested to observe the classes.

- **Microteaching**

The trainees are instructed to prepare micro lesson plans with the help of the teacher educators. The prepared micro lesson is taught in a micro class of 5-10 minute duration with 5- 10peers. The class is supervised by the teacher educators and peers with the help of appropriate observation schedule. The feedback is provided by the peers and teacher educators. Based on the feedback, the trainee re-plans and re-teaches the micro lesson. On the basis of the re-teach session a feed back is given by peers and teacher educators.

## **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?**

- morning assembly
- Thought for the Day
- Observing National days of importance.
- Speeches, lectures and presentations on scholastic and co scholastic topics.
- Students are encouraged to visit and extend charitable services at orphanages, old age homes, and destitute homes.

**3. What value added courses have been introduced by the institution during the last 3 years which would for e.g.: Develop communicative skills (Verbal & Written), ICT skills, Life skills, Community Orientation, Social responsibility etc.**

The college has been giving its students special training programmes/courses in

- Communicative English



- Computer skills
- NET/SET/TET
- Value education
- Life skill classes

**4. How does the institution ensure the inclusion of the following aspects in the curriculum?**

- i. Inter disciplinary/multidisciplinary
- ii. Multi-skill development
- iii. Inclusive education
- iv. Practice Teaching
- v. School Experience / internship
- vi. Work experiences / SUPW
- vii. Any other (Specify and give details)

(Also list out the programmes / courses where the above aspects have been incorporated)

### **i. Inter disciplinary/multidisciplinary**

Each optional identifies the area in their curriculum where the help of another optional is found necessary. The English optional teacher can seek the help of Educational Psychology teacher for teaching Theories of Learning. The Malayalam optional teacher can seek the assistance of Educational Technology teacher to teach micro teaching

### **ii. Multi-skill development**

The teacher- trainees are given proper training in skills of teaching through microteaching. The trainees should undergo training in various skills such as training in computer skills, public speaking skills, communication skills etc.

### **iii. Inclusive education**

. The institution ensures aspects of inclusion in the curriculum through the following ways.

- ❖ The core papers, Psychological base of Education in the first semester and Theories of Learning in the second semester deals with topics related to inclusion.
- ❖ The admission procedure of the college is strongly in agreement with inclusive education which becomes a direct experience to the trainees.
- ❖ The teacher- trainees are given practical works which would help them in understanding the importance of inclusion in education.
- ❖ During practice teaching they themselves get a clear idea about inclusion from their classroom experience.
- ❖ Book bank facility is provided and utilized by deserving students of this institution.

### **iv. Practice Teaching**

Trainees are required to complete 40 days of practice teaching in schools. Of these, 10 days are in the first semester and the rest is in the second semester. The first session of teaching practice of 10 days is really beneficial to the trainees as it would help them to understand the weak points and be better in the second session. The Ten days of practice teaching includes 3 shared and 7 individual lessons. The second phase teaching practice is for 30 days. Here the teacher- trainees have to include 1 or 2 lessons based on Models of teaching.

### **v. School Experience / internship**

Before practice teaching, trainees are sent to schools so that they can get practical knowledge on how a school functions. They will get familiarized with the school and staff. During practice teaching, the trainees are directed to participate in all the curricular and co-curricular programmes held at school. They are also to conduct studies on various learner problems. The students are free to use all the facilities in the school like lab and library. The supervising school teachers observe the classes of the trainees and give immediate feedback. There is also the provision for peer evaluation during teaching practice.

### **vi. Work experiences / SUPW**

To nurture values of dignity of labour the institution is taking special care to incorporate SUPW and work experience in the teacher education programme by providing training in the following areas.

- soap making
- pickle making
- juice making
- fabric painting
- embroidery
- jewels making
- dish wash
- paper bag making

#### **List of courses/seminars/classes**

- A medical camp and a blood donation camp were organized for the benefit of teacher- trainees and the community members.
- A one day class on mind Development
- Inter school quiz competitions





- Interaction classes to challenged students
- Formation of blood donors forum



- Preparation and donation of maps to schools
- Exhibition of learning aids



- CA orientation classes for higher secondary school students
- Coaching classes for SET/NET for teacher trainees/M.Ed. students
- Medical camp and nature awareness programme for the students of adopted school
- Paper presentation competition for M.Ed students



- Training programmes for making greeting cards, flowers, ribbon and other decorative materials
- Mathematical model preparation workshop to high school students
- Seminar on women's day
- A workshop on 'Models of Teaching'





- A course on communicative English for the teacher- trainees
- A course on basic computer skills for the teacher- trainees
- UGC Sponsored National Seminar on Positive Schooling Through Positive Teacher Education: Traversing Classroom Discourses and Strategies
- Pre curriculum workshop for B.Ed.
- B.Ed. Curriculum Review Workshops on Science & Social Science Education
- One day training programme on Human Rights Education for Teacher Trainees sponsored by National Human Rights Commission, New Delhi.



- One day Teacher Training Programmes organized by WWF

### **1.3.FEEDBACK ON CURRICULUM**

#### **1 How does the institution encourage feedback and communication from the Students, Alumni, and Employers, Community, Academic peers and other stakeholders with reference to the curriculum?**

The institution encourages feedback from the following sources.

- Student-teachers
- Alumni
- Practice teaching schools
- Parent Teachers Association

The trainees give feed back in the form of response to a questionnaire towards the end of the course. The questionnaire covers all the main aspects of curriculum in view of the students. Moreover, trainees are allowed to express their opinion on curriculum during experience sharing on the college day which is the last working day of the BEd programme.

The alumni association of this institution meets annually. This occasion is utilized for gathering their feedback on the curriculum they had gone through.

The heads of the practice teaching schools will also be given the feedback form to share their opinion about the curriculum the trainees follow.

Parents' opinion and impressions on the curriculum are also recorded through the questionnaire given at the time of the annual meeting of the general body of the P.T.A.

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

The institution has established an Internal Quality Assurance Cell which has been assigned to look after both academic and administration quality. It will go through the responses of all the stakeholders recorded in questionnaires and opinionnaires and identify the noteworthy issues and a data base will be maintained.

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

Majority of the faculty members are active participants in the curriculum development. Faculties also participate and prepare course outlines and give suggestions in the open forums related to curriculum reforms. Some of the faculties are members of board of studies in different universities and two faculty members are in the faculty of Education, University of Kerala.

#### **1.4.CURRICULUM UPDATE**

**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).**

During the last five years, there has not been any curriculum revision for the B.Ed course. The present curriculum of B.Ed degree course was undertaken in 2005 by the University of Kerala. But changes took place in the format of lesson plan according to the changes in the school syllabus. The lesson plans have been changed by including activity based learning. In order to get acquainted with what was going on actually in the present school system, DIET resource persons were engaged to take class on issue-based teaching, critical pedagogy etc. The role of students has been changed from passive listeners to active learners. The role of teachers and teacher educator has also become that of a facilitator and guide.

But the University has taken steps to restructure the existing B.Ed. and M.Ed curriculum by the academic year 2013-'14. Preliminary steps were taken in the form of open forum, subject based discussions, workshops etc. and the revised curriculum is implemented for 2013-14 batch. Majority of the teachers were members in the curriculum revision committee and two of the faculty members served as resource person. It is expected to make drastic change in the approach to teacher education by including the concept of Techno Pedagogy, Critical Pedagogy, Value based education, Citizenship training, community orientation, learning to live together and educational entrepreneurship training.

**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 adopts the following strategies to update and revise the curriculum.

##### **Need assessment**

Optional teachers collect the opinions of the teacher- trainees regarding the extra activities needed by them to make the curriculum update. These suggestions inspired the institutions to conduct different awareness programmes, workshops, seminars etc.

##### **Feed back from practicing schools**

Feedback is collected from the supervising school teachers and heads of the practice teaching schools regarding the changes and activities to be included in the B.Ed curriculum so that the teacher- trainees could be in tune with the school system. These feed backs resulted in the inclusion of activity and issue based learning in the B.Ed curriculum.

### **1.5 BEST PRACTICES IN CURRICULAR ASPECTS**

#### **1. What are the quality sustenance and quality enhancement measures undertaken by the institution during the last five years in curricular aspects?**

The institution has established an Internal Quality Assurance Cell which has been assigned to look after both academic and administration quality. It goes through the responses of all the stakeholders recorded in questionnaires and opinionnaires and makes a database incorporating the pertinent feedback from the stakeholders. Following are the quality sustenance and quality enhancement measures undertaken by the institution during the last five years in curricular aspects.

- A medical camp and a blood donation camp for the benefit of teacher- trainees and the community members.
- A one day class on mind Development
- Seminar on hopes and realities in life for 10<sup>th</sup> std students
- Donation of teaching aids to schools
- Training programme to school teachers
- Inter school quiz competitions
- Environmental awareness programmes
- Donation of library books to schools
- Interaction classes to challenged students
- Formation of blood donors forum
- Preparation and donation of maps
- Exhibition of learning aids
- A class on savings schemes for higher secondary school students
- CA orientation classes for higher secondary school students
- Coaching classes for SET/NET for teacher trainees/M.Ed. students
- Medical camp and nature awareness programme for the students of adopted school
- Paper presentation competition for M.Ed students

## College Profile

- Training programmes for making greeting cards, flowers, ribbon and other decorative materials
- Mathematical model preparation workshop to high school students
- Seminar on climate change for high school students
- The visit programmes to home for mentally retarded children, old age home and orphanage
- Free tuition classes by the trainees for the inmates of destitute Home
- Setting libraries in orphanages
- Seminar on women's day
- A workshop on 'Models of Teaching'
- A talk on Human Rights
- Providing drinking water facility at the occasion of Pandalam Thiruvabharanam Procession.



- A course on communicative English for the teacher- trainees
- A course on basic computer skills for the teacher- trainees
- A homeopathy camp in association with local gramapanchayath





- A naturopathy camp for the teacher trainees



- 3 day national seminar (UGC sponsored) on positive schooling



- One review workshop on restructured B.Ed curriculum of science education

**2. What innovations/best practices in ‘Curricular Aspects’ have been planned/implemented by the institution?**

The institution has implemented the following best practices:

- Course in communicative English
- Course in computer basics.
- Training for intensive use of ICT
- Philanthropic activities for inculcating values among teacher- trainees.

- 3 day national seminar (UGC sponsored) on positive schooling
- One day review workshop on restructured B.Ed curriculum of science education
- Inter library visit
- Resource lecture by experts
- Research abstracts preparation by M.Ed students
- Paper presentation by M.Ed students in other Colleges
- M.Ed students sent to attend open defence and seminars
- Supervised teaching of B.Ed students and peer revaluation by M.Ed students.

### **Additional information to be provided by institutions opting for reaccreditation/reassessment**

#### **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 main evaluative observations/suggestions made in the first assessment report with reference to curricular aspects are the following;

- 1.The students are admitted on the basis of merit and academic record.
- 2.Preference is given to those coming from low Socio-economic strata.
- 3.The mission and objectives of the college are reflected in the working of the institution.
- 4.Opportunities are provided to trainees to develop self learning skills.

#### **Suggestions made by the Peer team**

The college should strive to establish post graduate courses in teacher education. Need based certificate courses may be conducted by the college.

As per the suggestions ,the following measures were undertaken by the institution.

1.The staff members participated as core committee members in the curriculum restructuring process for teacher education programme. (B.Ed and M.Ed Courses)

2.The college has started post graduation course (MEd) in 2008. Need based courses conducted by the college for the teacher trainees include the following:

- Communicative English
- Basic computer literacy



- A course for preparing competitive exams like NET, SET, TET etc.

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

- A medical camp and a blood donation camp were organized for the benefit of teacher- trainees and the community members.
- A one day class on mind Development
- Seminar on hopes and realities in life for 10<sup>th</sup> std students
- Donation of teaching aids to schools
- Training programme to school teachers
- Inter school quiz competitions
- Environmental awareness programmes
- Donation of library books to schools
- Interaction classes to challenged students
- Formation of blood donors forum
- Preparation and donation of maps
- Exhibition of learning aids
- A class on savings schemes for higher secondary school students
- CA orientation classes for higher secondary school students
- Coaching classes for SET for teacher trainees
- Medical camp and nature awareness programme for the students of adopted school
- Paper presentation competition for Med students
- Training programmes for making greeting cards, flowers, ribbon and other decorative materials
- Mathematical model preparation workshop to high school students
- Seminar on climate change for high school students
- The visit programmes to home for mentally retarded children, old age home and orphanage
- Free tuition classes by for the inmates destitute Home
- Setting libraries in orphanages
- Seminar on women's day
- A workshop on 'Models of Teaching'
- Exhibitions
- A talk on Human Rights
- Providing drinking water facility at the occasion of Pandalam Thiruvabharanam Ghoshayathra.

## College Profile

- A course on communicative English for the teacher- trainees
- A course on basic computer skills for the teacher- trainees
- A homeopathy camp in association with local gramapanchayath
- A naturopathy camp for the teacher trainees
- Observation of Red Ribbon Day , road show and distribution day
- Walk to health programme
- A seminar on “Learning from Mahatma”.
- 3 day national seminar (UGC sponsored) on positive schooling
- One review workshop on restructured B.Ed curriculum of science education
- Talk on Human Rights
- One day training programme on Human Rights Education
- State Level workshop on framing of Research Design.



## CRITERION II : TEACHING LEARNING AND EVALUATION

### 2.1. Admission Process and Student Profile

1. Give details of the admission processes and admission policy (criteria for admission, advances to the decisions of the regulatory bodies, equality, access, transparency etc) of the institution.

Admission to B.Ed and M.Ed courses are done through a centralized allotment process by the University of Kerala as per notification published in the University website and LBS centre as well

as in Newspaper. The minimum percentage of marks required for admission for B.Ed course is 50% marks in their respective optional subject at the degree level. The minimum marks required for admission to M.Ed course is 50% marks and P.G in the respective subject. Allotment is made on the basis of an entrance examination conducted by the University of Kerala. Allotment is made by the University as per the rules and regulations applicable to the respective categories (General- 50%, SC/ST- %, OBC- %, P.H- Sports Quota- Community Merit Quota) 15% of the seats are filled by the Management on the basis of a separate list published by the authority. Candidates are allowed to exercise as many options as there are colleges affiliated to the University of Kerala. Candidates who are permitted to join their third or second option can join a college of their higher option if there is a vacancy, before the date of closure of admission.

Criteria for admission to the M.Ed course are published by the University by notification inviting application for admission. The applications are processed by the University and permits candidates for an entrance examination. Qualified students will be short listed and the university sends intimation letter to the students as well as to the Principal of the college to attend the centralized counseling phases arranged in the University. The University admission Committee verified the document and issue allotment memo to the candidates instructing to join the college opted. Students are admitted on the stipulated date in the college in presence of the college admission committee after remitting the fee prescribed by the University. N.S.S Training college, Pandalam complies with all the regulations for admission instituted by the University and the Govt. of Kerala.

### **2 How are the programmes advertised? What information is provided to prospective student about the programmes through advertisement and prospectus or other similar materials of the institution?**

The advertisements regarding course offered by the colleges mentioning the time and mode of admission are posted in the University/College web-site. A prospectus is provided to those who seek admission in the college (Details in the prospectus). The prospectus provides details regarding the courses offered, rules and regulations and a general introduction to the regulations and a general introduction to the history of the College.

In addition, students admitted to the course in the college are provided with the prospectus, college calendar, course outline and schedule of the course in Semester I and in II.

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

Since the admission criteria are determined by the University, the criteria are equitably applied to all applicants. The admission committee with the Principal as the convenor, monitors the admission process. The college staff council meet prior to admission to discuss admission matters and to ensure equity and transparency.

**4 Specify the strategy 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.**

70% of the student population is supported on the basis of their economic backwardness through Kumara Pillai Committee report. All SC/ST students are supported with a stipend from the Harijan welfare Department Govt. Of Kerala. The dropout rate is zero in the college during the last years.

Students from all over Kerala belonging to diverse economic, cultural, religious, gender, linguistic backgrounds and Physically Challenged are admitted and retained in the college whether merit seats or management seats.

Detailed biodata of students indicating needs skills talents and ambitions along with personal details and achievements are done and reported (SWOT Analysis)

**5 Is there a provision for assessing students' knowledge/needs and skills before the commencement of the teaching programmes? If yes give details of the same.**

A teaching aptitude test is administered to all the admitted students in the first week of the academic year. The scores are interpreted and results handed over to the concerned teacher. In the beginning of the course, the institution organizes a two-day orientation programme (for parents and students), where an overall picture of the institution activities are oriented. Alumni takes the charge of the programme so that students feel more comfortable in opening up their concerns.

**2.2 Catering to Diverse Needs**

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

Good academic climate is maintained with strong interpersonal relations taking into consideration the needs of the student population. A briefing of the schedule of the whole programme for each Semester is done in the beginning. Students utilize every opportunity both curricular and co-curricular in the college and outside, for which, the needed support and facilities are ensured throughout the course. Students take part in seminars, workshops, paper presentations, extension activities and cultural programmes conducted from time to time. There is a well-equipped reference section and internet facilities in the department for the benefit of students. Opportunities are provided for students to open up and discuss personal and academic problems in Tutorial sessions. Students are also provided with opportunities to be in touch with resource persons in the field.

### **2. How does the institution cater to the diverse needs of the students?**

The institution caters to the diverse learning needs of the students by:

- Providing facilities to opt for their choice of electives.
- Allowing them to select problems for dissertation work from the area of their interest and background.
- Motivating students with better capabilities to take up challenging problems for research work.
- Providing tutorial facility to identify personal and academic problems so as to give guidance accordingly.
- Individual attention given to all students.

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

During practice teaching, teacher educators give special attention to their students. Various innovative practices like quiz competitions, debates, seminars, calendar and album preparations, gardening, nature awareness classes, community extension programmes are organized by student teachers during their teaching practice sessions.

The curricular structure provides scope for theory, teaching practice, field trips, nature camps, SUPW etc. All students are treated equal and are given equal opportunities.

### **4. How does the institution ensure that the teacher educators are knowledgeable and sensitive to cater to the diverse students' needs?**

All our faculty members are highly qualified, are recruited not only for their academic skills but also for their social consciousness, ability to communicate and up-to-date knowledge. The head of

the institution and management encourages teachers to participate in state and national level seminars, workshops, and other enrichment programmes . the management encourages staff to do research. Duty leave(FIP) is granted to complete their PhD degree within the specified time.

Feedback from the students is taken at the end of the year through prescribed evaluation criteria and teachers are advised to bring about necessary changes to make their teaching more effective. Systemic feedback through teacher evaluation by students at the end of each academic year helps the teachers to get motivation and to rectify their deficits in the teaching –learning process.

The institution takes special care to ensure best use of all the resources like internet , computers and all the modern technological aids in classrooms.

### **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?**

Student teachers and teacher educators are encouraged to participate in seminars and workshops conducted by centers which provide education to students with special needs. Education related to diversity and inclusion being conducted in the college under the equal opportunity centre and also being conducted in other institutions.

## **2.3.Teaching- Learning process**

### **1.How does the institution engage students in active learning?**

The institutions engage students in active learning in different ways. For this purpose different learning resources are used. The important learning resources are:

- Library
- Project work
- Group work and study teams



- Role playing and case studies
- Field work
- Lecturing encouraging student participation
- Encouraging students participation in discussion
- Assignments and evaluating students written work
- Tutorial groups
- Overhead projectors
- Chalkboard
- Computers
- Websites
- Peer teaching
- Quizzes
- Tests and exams
- Practicum
- Co-operative learning
- Problem based learning
- Work experience
- Experimental study group
- Improvised materials / equipments in the psychology lab.

The institution engages the students in active learning through library facilities, websites, individual assignments, team teaching, role playing, practice teaching. The participation of students in every activity is ensured.

Theory based projects work assigned to students concentrates upon development of the spirit of National Integration, skills of social interaction, tolerance, co-operation and the sports club functioning in the college encourages students to participate in minor games thereby addressing their bodily kinesthetic energy. The co-curricular activities also enable to bring out the innate talents of the students.

Active learning is generally defined as any instructional method that engage students in the learning process.

Active engagement in learning is an important goal for our students. For this purpose teacher resorts to inquiry-oriented teaching learning process in the class room, and encouraging learners to actively think and try out new ideas in the light of prior knowledge.

- Special library periods are allotted and teachers remain with students in the library in searching literature, preparing reference cards, as well as selecting the needed resource material.
- Facilities for searching the websites for additional resources for enrichment of subject areas.
- Focus group discussion for finalizing the topics for research work and also for development of related tools/ techniques.
- Theory learnt is applied through individual projects under the supervision and guidance of faculty members.
- Peer teaching is encouraged and practiced through seminars as stipulated in the curriculum. In addition, students engage in peer teaching for select topics in their subject of specialization.
- As part of the supervised teaching, P.G students engage B.Ed students for three to five lessons, both in General subjects (Core Papers) and in Optional subjects (Electives). P.G students are insisted to deliver demonstration lesson for B.Ed students in the concerned subjects. Internship training for M.Ed students is provided by observation and evaluation of a minimum of 5 lessons during the Practice Teaching Sessions.
- Practicum associated with the theory papers in all Electives are prepared by the students.

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



. The focus of all programmes in the college is the development of the self concept of prospective teachers. Students are required to set their own learning goals and determine resources in order to actively produce their own knowledge. Student centered learning focused on each student's needs, abilities, interest and learning styles, placing the teacher as a facilitator of learning is promoted. The participatory learning activities adopted by the institution are:-

- Strengthening of library resources and services.
- Personality Development Programmes
- Career development programmes-to equip trainees meet the challenges of the profession. The placement and counseling unit in the Institution helps students choose the right place to work.
- The work experience provide a variety of choices to students.
- Value education programmes are held.
- Extension lectures by experts are arranged to provide wider exposure.
- Individual seminars as part of curriculum - preparation and presentation by students – participation made compulsory.
- Peer – teaching in subjects classes.
- Research project as part of curriculum.

Supervised teaching of B.Ed students and evaluating their practice teaching by M.Ed students

- Further more students get exposure through participation in
  - Seminars
  - Projects
  - Drama
  - Music
  - Elocution
  - Workshops
  - Organizing subject wise association programmes
  - Group discussions
  - Student counseling
  - Emphasis on team work and group interaction
  - Display boards
  - Cultural exchange programmes



### ➤ Participation in University Youth Festivals



- Thought for the Day Programme
- Conduct of assembly
- book review

Keeping in view the student centered learning; the college always aims at the overall development of personality of student teachers which include social, cultural, intellectual, emotional, academic and physical development, so as to make good citizen and effective teachers.

Every student teacher gets involved in various activities of the College for self development.

Guidance and Counseling cell is established to solve the student teacher's personal, academic and social problems.

A grievance redressal unit is also functioning.

Seminars are conducted by the student teachers themselves under the guidance of respective teacher educators.

Student-teachers are motivated to visit library regularly to keep them updated by reading newspaper, magazines, journals, reference book and periodicals etc..

**3.What are the instructional approaches (various models of teaching used) and experiences  
Detail any innovative approach/method developed and used?**

Various models of teaching are used for the effective learning. They are:-

- ❖ Advance Organizer Model
- ❖ Concept Attainment Model
- ❖ Inquiry Model
- ❖ Jurisprudential Model
- ❖ Inductive Instructional Model
- ❖ Deductive Instructional Model
- ❖ Constructivist Model
- ❖ Investigatory models and guided discovery models
- ❖ Scientific process model
- ❖ Information gathering model
- ❖ Information generating model
- ❖ Gagne's hierarchical Model
- ❖ Meaningful verbal learning model

The Institution always promotes integration of modern methodology of instruction to impart the instruction and also provides various learning experiences to the student teachers. Special practice sessions are included to provide practice in different models of teaching during the preparation session and practice teaching session. Video presentations followed by active discussion on the observed lessons is an innovative practice regularly used .

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

Yes. Student teachers are provided with adequate training in the delivery of model lesson on models of teaching before teaching practice in the schools. Demonstration lessons in each optional subject are presented before the student teachers by the teacher educators. Workshops are organized on the topic for each optional subject, where experts in the area lead the sessions. (Subject based classes are conducted and teaching manuals are prepared). Each student has to practice 3 lessons based on different models during practice teaching.

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

Yes, the student teachers use micro teaching technique for developing teaching skills.

Following are the list of skills practiced.

- ❖ Skill of introducing a lesson
- ❖ Skill of stimulus variation
- ❖ Skill of explaining
- ❖ Skill of illustrating with examples
- ❖ Skill of using black board
- ❖ Skill of posing probing questions
- ❖ Skill of fluency in questioning
- ❖ Skill of reinforcement

Lesson are presented in simulated conditions which the students observe and assess the (strength and weakness), student teachers. The session is assessed using observation schedules by the teacher educators and peers. After discussion the session is repeated for the same skill so that proficiency in that particular skill is acquired. Each student has to practice two skills to a minimum.

**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 mechanism of lesson plans etc.)**

Teaching practice is a vital aspect of teacher training programme.Teaching practice includes:

- Practice in different instructional strategies.
- Incorporating educational theories and principles and different approaches in teaching practice, their monitoring and assessment.
- School visit by the student teachers in the first month of the course.

- Teaching practice in two phases.
- Shared teaching practice.
- Diary prepared by student teachers.
- Provision for observing all lessons
- Systematic observation of all lessons by mentor teachers.
- Teaching aids used in teaching practice.

Strengthening the teaching skills of the prospective teachers.

While selecting the schools for practice teaching the following process is adopted.

- Identification of schools for practice teaching:

While identifying the schools for practice teaching of the student teachers, following criteria are considered.

- Proximity of the schools.
- It should be of easy access to the student-teachers.
- Number of student's strength or divisions in the schools.
- Basic infrastructural facilities of the school.
- Availability of the school
- Medium of instruction at the school
- Affiliation of schools

After studying all these factors Principal and Teaching staff selects schools for practice teaching.

- Getting consent from school authorities

After selecting Schools, College authorities seek the consent from school authorities.

- Assigning schools to student teachers.

The student teachers are assigned schools based on their preference. The allotment is done considering the convenience of the students as well as the teachers.

- Teaching practice

A total of 40 days are allotted for teaching practice. In the first semester students have to undergo 10 days of practice teaching and in second semester 30 days,

- Monitoring and Supervision

The effective functioning of teaching practice is monitored and supervised by optional teachers and other general teachers and principal. The heads of practice teaching schools, concerned subject

teacher also monitor the process. Optional teachers observe as many practice teaching lessons as possible and provide feedback and necessary guidelines.

Using micro teaching technique for skill practice, link practice and full class teaching, 10 discussion, 5 demonstration, and 15 criticism classes spread over the two semesters are done. Each student teacher must observe all the discussion lessons, demonstration lessons and criticism lessons. Criticism lesson is followed by a detailed discussion on the strength and weakness of the lessons delivered by the student teachers. Appropriate suggestions are provided by peers and teachers. Optional teachers regularly check the lesson plan and observe the practice teaching and provide all the suggestions.

- Peer observation and peer evaluation of 5 lessons by M.Ed students during Teaching Practice sessions.

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

The main aim of the block teaching is to ensure understanding the entire academic, administrative, curricular, co-curricular activities of the school. During practice teaching (2 phases) student teachers interact with the staff and students of the school in both academic and non-academic matters. They engage in all aspects related to school-conduct of assembly, engaging free hours, organizing of seminars, debates, discussions, competitions, planting of saplings.

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

Yes. In the beginning of the practice teaching at school, teachers consult with school staff regarding distribution of classes, syllabus to be covered, during practice teaching.

Student-teachers are also asked to plan their lessons as per the requirement and syllabus given by the concerned school teachers.

**9. How do you prepare the student teacher for managing the diverse learning needs of students in schools?**

Training college prepares the student teachers for managing diverse learning needs of the students in schools for the following.

- ❖ Formulating objectives of teaching lessons.

- ❖ Understanding the student
- ❖ Identifying learning styles
- ❖ Provide knowledge about individual differences
- ❖ Provide knowledge of principles of child psychology.
- ❖ Knowledge regarding different methods of teaching.
- ❖ Use of teaching aids or ICT integration.
- ❖ Construction and use of various tools like diagnostic, achievement, personality, creativity, intelligence test

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

Student teachers are well trained to use various technological equipments like computers, LCD projectors, OHP etc, for making teaching –learning process are effective.

Student teachers are encouraged to use various technology and various kinds of teaching aids in their practice teaching lessons.

**2.4. Teacher Quality**

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

The institution has strength of 150 students. All are going for practice teaching at various schools. The ratio student teachers are assigned to each practice teaching school is approximately 10:1. The identified schools are initially asked about the number of students currently enrolled and then allotment is made on the basis of number of students in each classes and division.

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

Feedback mechanism plays vital role for the performance and skill development of the student teachers in every aspect. The college adopts different feedback mechanisms with reference to target group.

- Verbal feedback in class, personal consultation, given during class room interaction.

- Direct feedback either in written form or in consultation given many times in a year after conducting session exams.
- Indirect feedback is given to the whole class during class conversation on unit.

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

By displaying the relevant information on the notice board regularly so as to help the student teachers to prepare for the practice teaching accordingly. The teacher educators ensure that their student consult the teacher concerned in school regarding requirements of the content materials and educational needs of the school. The institution always updates the latest changes and requirements in the schools in terms of their different policies. The student teachers and the faculty always keep pace with the recent development. A school visit programme (Two day) is conducted during which all aspects related to school programmes are studied.

**4.How do the students and faculty keep pace with the recent developments in the school subjects and teaching methodologies?**

The institution ensures that the faculty members and the students are updating with the recent developments in the school subjects and teaching methodologies by organizing various seminars and talks by senior teachers from DIET, CTE and from various secondary schools. Faculty members keep in touch with them formally and informally. Discussions, demonstrations classes by experts on various topics are organized before practical teaching.

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

The management and the institution pay special attention in ensuring personal and professional development of the faculty members. They are encouraged to participate in seminars, refresher courses and workshops at state, national and international level. Faculty members can update their knowledge in relevant field of education by the accessibility of well furnished college library. In addition to that faculty members always consult eminent personalities in the field of education through various talks, seminars .Permission is given to faculty members for carrying out FDP, Examination duties, Guideship, Membership in Governingbodies and for counsultancy

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



The institution motivates the faculty members by honouring them for their outstanding achievements on some special occasions.

### 2.5 Evaluation process and reforms

#### 1. How are the barriers to student learning identified, communicated and addressed?(conducive environment, infrastructure, access to technology, teacher quality.....)

The college authorities are taking effective steps for identifying the barriers which stood among the pathways of academic growth of student community. Enormous efforts are taking for revealing the hindrances through the form of timely feedback from the students, productive discussions from the academic staffs and observation techniques. Major factors are addressed and utilized for revamping the evaluation process in a right manner. Some of them are described in detail.

**1. Conducive environment:** Conducive environment is the backbone of progressive change in any institution. Our college is very keen in providing a supportive and productive learning environment which promotes independence, interdependence and self motivation. Building a positive relationship through valuing each student promotes a culture of value and respect for students and their communities. Finding out the interests and background of each student serves this target in a clearly manner and it will reflect in the learning programme. Promoting substantive discussion of ideas through the forms of discussion circles, debates and symposiums emphasized the quality of learning with high expectations of achievement. Opportunities for interacting and engaging with local community via interviews, awareness programmes, discussion with experts in the field of education offer them precious chances to practice the theoretical aspects beyond the classroom set up in a systematic mode. Enough opportunities are provided by the college for maintaining a rich learning environment in the campus.

**2. Infrastructure :** The task of providing educational facilities to support the goal of education is of great importance. Our college has been taking enormous efforts required to keep sustainable progress in a fruitful manner. The institution maintains a good infrastructure towards uplifting the academic progress in a holistic manner. It meets the needs of users and contributors to better learning. Various laboratories like psychology lab, computer lab ,Science lab, Technology lab, work experience lab are maintained by the concerned teaching staff and the maintenance work of the buildings are done by the Engineering Department of N S S Management in a systematic

mode. The institution ensures optimum utilization of its infrastructure. The condition, location and nature of infrastructure have an impact on the access and quality of education. All of the facilities required for effective teaching and learning such as classrooms, outdoor learning and play areas, furniture, water and sanitation are designed and implemented in a proper manner. Enormous efforts are made to keep the campus beautiful and pollution free. In addition to this, various kinds of journals are subscribed by the institution. New Frontiers in Education, Prospects (UNESCO) University News, Edutracks, School Journal of Education, Perspectives in Education, Journal of Community Research and Guidance, International Educator, English Language Teaching, Grandhalokam, Vijnanakairali, Sahityalokam are some among them. Magazines, Newspapers are also subscribed by the institution. Library has the facilities like photocopier, computers, encyclopedia and the like. The academic and the administrative staff are taking considerable efforts to keep the infrastructure in a well organized manner.

**3. Access to technology:** The college also provides enough opportunities to the students to utilize technological facilities in a meaningful way. Slides, OHP, transparencies, LCD, projectors, interactive whiteboards (IWB) are also used to communicate information in a proper way.

**2. Provide details of various assessment/evaluation processes (internal assessment, mid term assessment, term end evaluations, external evaluation) used for assessing student learning?**

Theoretical knowledge of students is assessed through class tests, terminal examinations and model examinations conducted in the college.

Practice teaching is the essential aspect of the teacher training programme. The teacher trainees are therefore, given not only the theory behind practice, but plenty of opportunities for concerted, repeated practice. The strategies to be adopted, the problems and difficulties that may be faced and the corrective measures to be applied become more and more definite and clear in course of time. Each student has to observe a minimum of 5 demonstration classes (in the subject concerned given by experts) and 15 criticism lessons by fellow trainees and engage 30 practice lessons in the actual classroom situation. Instructional aids of wide variety including many audio visual aids form the backbone of such lessons. Thus maps, charts, models, graphs, slides, film stripes, OHP transparencies, flannel boards and the like find frequent use. The subject teachers are observed and evaluated the lessons engaged by the trainees by emphasizing corrections and modifications wherever necessary. Towards the end of the course a Board of External Examiners make a comprehensive evaluation leading to the proper assessment of the candidate.

Details of evaluation methods are given in the college calendar and in the induction classes. The students are given a detailed description of the course and the evaluation system at the beginning of the course by the respective teachers. They are given a clear idea about the pattern of question paper and the mode of evaluation. Model question papers are available in the college library. Students become familiar with the evaluation methods through the tests and assignments given periodically.

- Internal assessment for attendance, Assignments, Seminars and Tests done as per University stipulations.
- Mid – term assessment – through tests conducted in the College.
- Term – end evaluation – conducted in the college through Model Examinations, conducted in the College.
- External Evaluation – I<sup>st</sup> and II<sup>nd</sup> Semester theory & Dissertations and Viva-Voce, done by the University.

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

The results of the evaluation outcomes related to the practice teaching sessions are transacted to the students and used for the better performance of them in the future. Clarifying the mistakes provide them opportunities to become better achievers in the particular areas. The scores achieved in the theoretical aspects of the course are also brought to their attention without delay. It also enable them to pinpoint the weaker side of their learning process.

- Assignments are evaluated based on criteria already intimated to the students and graded accordingly and returned with timely feed-back.
- Seminar preparation is done based on the criteria and under the guidance of faculty members, suggestions/ correction are given, seminar presentation is evaluated separately and active participation ensured in seminar sessions. Grading is given based on criteria and timely feedback given.
- Test performance (both mid-term and model examination) is evaluated and necessary feed-back given.

### **4. How is ICT used in assessment and valuation processes?**

Eventhough ICT has been using in the transaction of curriculum in a fruitful manner, the assessment and evaluation based on this system is not yet implemented in the university till now

so that we are not practicing such an evaluation mode in an authentic manner. Oral and written examinations are the criteria for assessment and evaluation.

## **2.6 Best Practice in Teaching-Learning and Evaluation Process**

### **1. Detail on any significant innovations in teaching/learning/evaluation introduced by the institution?**

During the introductory classes of the academic year principal addresses the student teachers to give general instructions regarding the norms and principles and academic plan, methods of evaluation, code of conduct etc.

The institution give emphasize to co-operative learning approach. The institution encourages the student teachers to update their expertise regarding the use of computer and technology. Continuous evaluation is done from time to time to judge the achievement of pre-specified objectives. Faculty members use ICT in the presentation of teaching materials and they encourage and motivate students to use computer and technology in their classrooms during practice teaching. They help student teachers in use of modern technology to overcome their inhibition and also to increase their skills.

Performance of students in curricular and extracurricular activities is also assessed. Periodic list and annual examination are conducted. Extra classes are conducted by faculty members to achieve academic excellence. Personal attention is also given to slow learners.

Tutorial programme is seriously functioning in the college. During the tutorial periods teachers interact with their difficulties in academic as well as in their personal life, based on that additional classes and support is given to them regularly.

The college has introduced evaluation of teachers by students. In the college good relations are maintained among teachers, administrative staff and students. Personality development programmes are conducted regularly to make student teachers capable of handling responsibilities and efficiency.

- Experimental Study Group constituted for purpose of Supervised Teaching and Peer Evaluation of B.Ed under the supervision and guidance of Faculty members.
- Paper Presentation competition conducted in College from 2011 onwards with the intention of training M.Ed students for preparing scholarly articles/ research papers and presenting in seminars/ competitions.
- Preparation of research abstract.

**2. How does the institution reflect on the best practice in the delivery of instruction, including use of technology.**

- The use of multimedia teaching aids like LCD, OHP, models, interactive Board, CD Roms and computer systems are usually employed in class room instructions.
- In special classes, computer based learning materials are used to elucidate abstract knowledge.
- The students are also encouraged to prepare software packages in teaching learning.
- Tutorial classes to identify the learning difficulties and for problem solving as well as to go deep into the subject aid to the personal life of each and every student as a vision to make them self-reliant and powerful.
- Modern technology is used amply in the form LCD projected learning materials , power point presentations etc.

**Additional information to be provided by institutions opting for reaccreditation/reassessment**

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

The main evaluative observations made in the first assessment report are:

1. Training in Micro teaching must be an integral part of the Teacher training programme.
2. Innovative strategies and practices e.g., Meta cognitive skill training, practices for Inclusive education, need –based pedagogy may find adequate place in the curriculum transaction.
3. Language lab and Psychology lab must be established.
4. The technical subjects such as Psychological testing and experimentation and Educational Technology must be taught by qualified and competent staff.

As per the suggestions made by the peer team, the following measures have been adopted.

- 1.The Language lab and Psychology lab with all equipments and facilities were established.
- 2.Training in Micro teaching made an integral part of the programme.
3. Innovative strategies and practices were adopted.
- 4.Efforts were made by the Faculty to enhance and upgrade their knowledge and skills by attending workshops related to the respective area.

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

- National Workshop on Innovations in Teaching, Learning, & Evaluation, IQAC, NSS College, Pandalam and Post- Graduate Department of NSS Training College, Pandalam, 26.03.2012
- Workshop on Curriculum Revision in the University of Kerala, 2<sup>nd</sup> February
- UGC Sponsored Workshop on Digital Lesson Preparation

**3.1. Promotion of Research**

**1. How does the institution motivate its teachers to take up research in education?**

Teachers are provided with all sorts of encouragement and support to take up research in education. Brochure of each and every seminar/ conference/ workshop organized by other institutions are intimated to the faculty in time and are encouraged to participate and present research papers in the same. Faculties are provided with duty leave or appropriate work adjustment is made in this regard. Teachers are also encouraged to avail all facilities relating to completion of Ph.D under the Faculty Development Programme. Teachers are also motivated to undertake Major/ Minor Research Projects. The Principal and the supporting staff are always helpful to teachers in this regard.

**2. What are the thrust areas of research prioritized by the Institution ?**

Application has been submitted for the establishment of a research centre in Education. It is decided to publish a peer reviewed journal in the month of January 2014.

Various Faculty members pursue research in different areas like Curriculum, Innovative Instructional Strategies School education, Teacher Education, Educational Psychology, Materials Preparation using ICT, Pedagogical Issues etc. M.Ed students usually carry out research work as partial fulfillment of the course in the areas of current classroom practices.

**3. Does the institution encourage Action Research ? If Yes, give details on some of the major outcomes and the impact?**

Yes, Teachers are encouraged to carry out Action Research based on their classroom experiences. Faculty members discuss the encountered by them in the academic discussions and prepare action plans for betterment of the programmes.

## College Profile

Dr K.RemaDevi –conducted an action research in learning disabilities-“ a study on the learning disabilities- to estimate the learning disabilities of students in the age group 7-12 ”.

Dr.V.K.Ushadevi – conducted Action Research in Microteaching Practices-“ Improving the Effectiveness of Microteaching Practice – An Action Research Approach –2009.

Smt.Sreelekha K.L – conducted Action Researches in Social Science Teaching on “ Causes of Difficulties of H.S. Students in Learning Social Science”

### 4. Give details of the Conference/ Seminars/ workshops/ attended / organized by the Faculty members in the last 5 years.

Teachers frequently participate in college Level, Regional, State Level, National, and International Seminars, Workshops and Conferences from time to time and present / published papers in such proceedings.

#### Dr.K.RemaDevi

1.	NAAC sponsored Workshop on “Quality Enhancement and Autonomy” at Mar Thoma college,Thiruvalla on 18 <sup>th</sup> February 2006	Attended
2.	<i>International seminar on “Philosophy of Mind” at N.S.S.Hindu College ,Changanacherry on 27<sup>th</sup> September 2007</i>	Attended
3.	NAAC sponsored national seminar on “Innovative Practices in Teacher Education for Internal Quality enhancement” at Peet Memorial Training College, Mavelikara ,on 8th&9 <sup>th</sup> October 2007	Attended
4.	International seminar on cognitive restructuringat	Paper presented

## College Profile

	N.S.S.Training college,changanacherry on 14 <sup>th</sup> and 15 <sup>th</sup> December 2007.	
5.	Orientation to teacher educators on “Grading pattern for practical courses of B.Ed. programme at Titus II Teachers College, Thuvalla on 24 <sup>th</sup> june 2010.	Resource person
6.	Workshop on “Curriculum Transaction” at St.Thomas Training College,pala on 25 <sup>th</sup> june 2010.	Resource person
7.	National seminar on “Stress-free education- a paradigm for teacher conscientisation” at N.S.S.Training college, changanacherry on 23/7/2010&24/7/2010.	Paper presented
8.	National seminar on spiritual intelligence- a paradigm for holistic development among learners at N.S.S.Training college,changanacherry on 21/7/2011&22/7/2011	Paper presented
9.	U.G.C.Sponsored seminar on “Awareness about human rights and duties among women teachers” at N.S.S Training College, Changanacherry on 1 <sup>st</sup> & 2 <sup>nd</sup> December 2011.	Paper presented
10.	Workshop on practice teaching related works at Titus II Teachers College ,Thuvalla. On 29 <sup>th</sup> march 2012.	Resource person
11.	Workshop on “Innovative Teaching Strategies and Evidence Based Practice” at Government College of Nursing, Kottayam on 29 <sup>th</sup> june 2011	Resource person
12.	.National workshop on “Research Methodology in Education” at Titus II Teachers College, Thuvalla from 25/7/2011 to 31/7/2011.	Attended
13.	U.G.C.Sponsored national seminar on “Naturalistic Intelligence at N.S.S Training college, Changanacherry on 12/7/2012&13/7/2012.	Paper presented



## College Profile

14.	National Workshop on Innovations in Teaching, Learning and Evaluation” ay N.S.S.College, Pandalam on 26 march 2012.	Resource person
15.	Regional Seminar on Ecopsychology- promoting environmental ethics at N.S.S Training College Changanacherry, on May 2013.	Attended
16	U.G.C. Sponsored National Seminar on Positive Schooling through positive teacher education at N.S.S.Training College, Pandalam on 5 <sup>th</sup> to 7 <sup>th</sup> September 2013	Paper Presented
<b>Kumar.S.Girija.</b>		
<i>Sl.No.</i>	<i>Name of Seminar/ workshop/conference</i>	<i>Name of participation</i>
1.	UGC assisted National Seminar on Sustainable Development, NSS Training College, Pandalam, March, 2007.	
2.	NAAC sponsored National Seminar on Innovative Practices in Teacher Education for Quality Enhancement, Peet Memmorial Training College, Mavelikkara, October 2007.	
3.	International Seminar on Cognitive Restructuring Linking with Classroom Competincies and Life Skills, NSS Training College, Changanacherry, December 2007.	
4.	Workshop on Environmental Awareness organized by WWF & Peet Memorial Training College, Mavalikkara, October 2007.	
5.	State level workshop on Models of Teaching, Jameela Beevi Memmorial Centre for teacher Education, July 2006.	
6.	UGC Sponsored Awareness workshop on Capacity Building of Women Managers in Higher Education, St.Thomas College, Kozhencherry, November 2008.	

## ***College Profile***

7.	International Exhibition cum MG University, December 2010.	
8.	UGC Sponsored International Education Meet on Education for Global Excellence, CTE & Mar Theophilus Training College, January 2012.	
9.	International Seminar on Democratic & Secular Education, Government of Kerala, December 2008.	
10.	Two – days National Seminar on Modern Trends in Assessment Practices, Peet Memorial Training College, Mavelikkara, November 2010.	
11.	UGC Sponsored National Seminar on Science of Identifying Research Problems & Crafting the Proposals CTE & St.Joseph's Training College, Mannanam, February, 2011.	
12.	National Seminar on Learning Disabilities School of Behavioural Sciences, MG University, March, 2011.	
13.	State Level workshop Critical Pedagogy & Issue Based Curriculum, Titus II Teacher's College, Thiruvalla, November.2008	
14.	One – day workshop on Issue Based Learning & Lesson Planning in Science, Government College of Teacher Education, Thiruvananthapuram, December 2009.	
15.	UGC Sponsored National Seminar on Awareness about Human rights & Duties among Women Teachers, December 2011.	
16	National workshop on Research in Education Perspectives and prospectus, Mount Carmel College of Teacher Education, April, 2011.	
17	National Workshop in Innovations in Teaching, Learning & Evaluation, NSS Training College, Pandalam & NSS College, Pandalam, March 2012.	
<b><u>Dr.Malini.P.M</u></b>		

## College Profile

Sl.No.	Name of Seminar/ workshop/conference	Nature of participation
1.	International Seminar on Cognitive restructuring: Linking with class room competencies and life skills, NSS Training College, Changanacherry.	Paper presented
2.	National Seminar on IT enabled Teacher Education and knowledge management by centre for Educational Technology and National Curriculum Development and Department of Education, Kerala university.	Attended
3.	National conference on Teacher Education at Government College of Teacher Education, Thiruvananthapuram.	Attended
4.	Inter National seminar cum VIII State Convention (Council for Teacher Education, Kerala State) centre on Development Education 21 <sup>st</sup> Century Paradigms for Teachers.	Paper presented
5.	Teaching Practice the interface of practicum and problem based learning.	Resource person
6.	International workshop on Qualitative Research Methodologies.	
7.	Restructured B.Ed curriculum organized by AKTCTA.	Resource person
8.	UGC Sponsored National Seminar on Education and Social Sensitivity	Paper presented
9.	International Seminar on Peace Education	Paper presented
10.	National Seminar on Learning To Be: Problems and prospects Towards Developmental Education.	Paper presented
11.	National Seminar on Paradigm Shift in Pre service Education	Paper presented
12.	State Level Consultation on Instructional Strategies and Models of Teaching.	Paper presented
13.	State Level Seminar Cum Workshop on Models of Teaching.	Paper presented

## College Profile

14.	National Seminar on Pedagogies in Teacher Education	Paper presented
15.	National Seminar on New Strategic Approach Education for Sustainable Development	Paper presented
16.	International Seminar on Cognitive Restructuring Linking with classroom , competencies and life skills.	Paper presented
17.	National Seminar on Stress Free Education	Paper presented
18.	International Conference on Management of Learning Disabilities	Paper presented
19.	National Seminar on Modern Trends in Assessment Practices	Paper presented
20.	International Seminar on Innovations, Quality and excellence in education.	Paper presented

### **Dr.V.K.Ushadevi**

<i>Sl.No.</i>	<i>Name of Seminar/ workshop/conference</i>	<i>Nature of participation</i>
1	National Seminar on Perspectives in Teacher Education : Researchers, Innovations and Practices, National Education Day, 11-November 2009, University of Calicut.	
2.	UGC Sponsored National Seminar on open Door Policy in Higher EDUCATION, nss Training College, Ottapalam, 23,24,25,June 2010.	
3.	IX <sup>th</sup> Annual Convention & International Seminar on Peace Education: An Orientation for Generation Next, St.Thomas Training College, Palai, 13,14 August 2010 and persecuted NSS Training College, Pandalam.	
4.	Seminar on “Education as it has been evolved over the Years” on National Education Day, 11, November 2011, M.Ed Department, NSS Training	

## College Profile

	college, Pandalam.	
5.	Seminar on “Education – Some Perspectives & Approaches on 11 <sup>th</sup> November 2012, NSS Training College, Pandalam.	
6.	Workshop on Environmental Education and education for Sustainable Development, WWF – India, Kerala State Office & NSS Training College, Ottapalam, 12, 13, March 2008.	
7.	Two Day’s Workshop on Writing Scholarly Articles/Research Papers, University of Calicut, Department of Education & AIAER, 30, June & 1 <sup>st</sup> July 2010.	
8.	UGC Sponsored Workshop on Digital Lesson Preparation: Threading ICT into Classroom Practices and prepared a Digital Lesson Transcript in Natural Science, NSS Training College, Pandalam, 29 <sup>th</sup> November 2010.	
9.	Interactive Workshop on “Holistic Health & Counseling , 5 <sup>th</sup> December 2012, M.Ed Department , NSS Training College, Pandalam.	
10.	State Level Workshop on “Framing of Research Designs”, March 15, 16, NSS Training College, Pandalam.	
11.	UGC Sponsored International Education for Global Excellence and Served as a Panelist in Technical Session, Mar Theophis Training College, Thiruvananthapuram, 5,6,7 <sup>th</sup> January 2012.	
12.	UGC Sponsored State Level Seminar on Awareness about Human Rights & Duties among Women Teachers, NSS Training College, Changanacherry, 1 <sup>st</sup> & 2 <sup>nd</sup> December 2011.	Presented a Paper
13.	UGC Sponsored State Level Seminar on Spiritual Intelligence – A Paradigm for Holistic Development	

## College Profile

	among Learners, NSS Training College, Changanacherry, 21 <sup>st</sup> and 22 <sup>nd</sup> July, 2011	
14.	Three-Day's National Workshop on Perspectives in Research Paradigms, Devaki Amma Memorial Training College, Malappuram, 6 <sup>th</sup> , 7 <sup>th</sup> , & 8 <sup>th</sup> December 2010.	
15.	Workshop on Biodiversity, WWF India, Kerala State Office & NSS Training College, Pandalam, 21 <sup>st</sup> January 2011.	
16.	State-Level Workshop on Framing of Research Designs, NSS Training College, Pandalam, 15 <sup>th</sup> & 16 <sup>th</sup> March 2013.	
17.	Faculty Development Programme on Research Methodology and 12-day's workshop on Data Analysis in Social Science Research, KG College, Panmbady, Kottayam, December 2012.	

### **Dr.Mini.P**

<i>Sl.No.</i>	<i>Name of Seminar/ workshop/conference</i>	<i>Nature of participation</i>
1.	UGC Sponsored National Seminar on Diasporic Discourses in Modern Indo-Anglican Fiction, TKMM College, Nangiarkulangara, August 22 – 23 , 2011.	
2.	UGC Sponsored National Seminar on Appropriate Knowledge & Curriculum in English Studies, NSS College, Pandalam, August 4,5,6- 2011 .	Presented paper
3.	National Workshop on Water Conservation – WWF – India & CPRFoundation, Chennai, NSS Training College, Pandalam, March 13- 2013.	
4.	UGC – Sponsored National Workshop on	

## College Profile

	Innovations in Teaching , Learning & Evaluation, NSS Training College, Pandalam & NSS College, Pandalam, 26 March -2012.	
5.	UGC Sponsored National workshop on English for Academic Purpose –An Integrated ELT Curriculum, Institute of English, University of Kerala, 23,24,25,June -2011	Presented paper
6.	National workshop on Biodiversity – WWF & CPR Foundation, NSS Training College, Pandalam	
7.	National workshop on Digital Lesson Planning.	
8.	Regional Workshop on Models of Teaching.	
9.	UGC Sponsored International Education Meet , Mar Theophilus Training College, Thiruvananthapuram, 5,6,7 <sup>th</sup> January 2012.	Paper presented
10	National Annual Conference on Comparative Cultural Studies, Institute of English, University of Kerala, January 27, 28,29 – 2011.	
11.	UGC Sponsored National Seminar on Learning to be Problems & Prospects, SN Training College, Varkala, 18,19 March 2011	
12.	UGC Sponsored International Seminar – ELT Innovative, Interactive Strategies, 1 <sup>st</sup> February 2011., Institute of English, University of Kerala.	Presented paper
13.	National workshop on Biodiversity – WWF – India, NSS Training College, Pandalam, 21 January 2011.	
14.	International Workshop – Making Inclusions Happen : Learning for All students, Centre for	

## College Profile

	Disabilities & University of Kerala, 11,12,January 2011.	
15.	UGC Sponsored National Seminar on Spiritual Intelligence – A Paradigm for Holistic Development, NSS Training College, Changanacherry, 22 July 2011.	Presented paper
16.	NAAC sponsored National Seminar on Innovative Practices in Teacher Education	Attended
17.	Seminar on Issue based curriculum, 14 <sup>th</sup> & 15 <sup>th</sup> November 2008, Govt.College of Education, Thiruvananthapuram.	Attended
18.	National Seminar on Rasanubhava and Contemporary English theatre, St.Syrrills College,Adoor.	Paper presented
19.	International Seminar cum VIII State convention council for Teacher education, Kerala state-centre on Development Education 21 <sup>st</sup> Century Paradigm's for teachers, 30 <sup>th</sup> 31 <sup>st</sup> October 2009.	Paper presented
20.	Workshop on Environment Education for Nature club co-ordinators organized by CPR Environmental Educational at Peet Memmorial Training College, Mavelikkara	Paper presented
21.	Workshop on Nature conservation 17 & 18 January 2008, Peet Memmorial Training College, Mavelikkara.	Participated
22.	International Workshop on Qualitative Research Methodologies 6,7 February 2009, St.Thomas Training College, Thiruvananthapuram.	Paper presented
<b><u>Dr.K.Bijukumar</u></b>		



## College Profile

<i>Sl.No.</i>	<i>Name of Seminar/ workshop/conference</i>	<i>Nature of participation</i>
1.	UGC Sponsored National Seminar –Department of Physical Education, University of Calicut, 11 – 12 March, 2009.	Presented paper
2.	UGC Sponsored National Seminar on Spiritual Intelligence – A Paradigm for for Holistic Development Among Learners – NSs Training College, Changancherry, 21 <sup>st</sup> & 22 <sup>nd</sup> July, 2011.	
3.	UGC Sponsore National Seminar on Recent Trends in Physical Education, Sports, Health Education, Yoga, and Stress Management Catholicate College, Pathanamthitta, 11-13 <sup>th</sup> August 2010.	Presented paper
4.	International Workshop on Strength & Conditioning – SAI & LNCPE, Thiruvananthapuram, 24 <sup>th</sup> to 26 <sup>th</sup> May 2012.	
5.	Workshop on Science of Foot Ball – SAI & LNCPE, Thiruvananthapuram, February 9 <sup>th</sup> & 10 <sup>th</sup> , 2007.	
6.	National Workshop on Sports Management, SAI & LNCPE, Thiruvananthapuram, 23 & 24 August 2009.	
7.	One – day Workshop on Health & Wellness as an Extension Programme, NSS Training College, Pandalam, under the Auspices of UGC	
8.	Acted as Chairperson in the International Conference on Futuristic Trends in Physical Education, Punjabi University, Patiala, 24 to 26 <sup>th</sup> January 2013.	Presented paper
9.	National Seminar on Scientific Innovations & Technological Advances in Physical Education and Sports Sciences, Government of Keral, 15-16 March 2012.	Presented paper
10.	UGC Sponsored National Seminar on Applied	

## College Profile

	Sports & Exercise Psychology, Kannur University, 22 – 23 <sup>rd</sup> June 2012.	
11.	National Conference on Promotion of Education & Health: Perspectives & Concerns in Purview of Social Justice, PKM College of Education, Madampam, 2 <sup>nd</sup> & 3 <sup>rd</sup> March 2010.	
12.	UGC Sponsored National Conference – St.Aloysius College, Edathwa- 14-16 <sup>th</sup> December 2011.	Presented paper
13.	UGC-Sponsored National Seminar on Neo-liberal Era of Indian Economy, VTM NSS College, Thiruvananthapuram., 28-29 June 2007.	
14.	International Seminar on Democratic and Secular Education, Government of Kerala, Kerala University, 4 <sup>th</sup> -6 <sup>th</sup> December 2008.	
15.	Workshop on significance of Physical Education & Sports in Education, LNCPE, Thiruvananthapuram, 23 <sup>rd</sup> March, 2007.	
16.	UGC Sponsored National Workshop on Environmental Influences on Physical Education Behaviors', NSS College for Women, Thiruvananthapuram, 27-28 January 2009.	
17.	UGC Sponsored National Conference, MSM College, Kayamkulam, 21-22 December 2010.	Presented paper
18.	Open house Discussion on Re-ification/ Re-Designing of B.Ed Curriculum, University of Kerala, February 2, 2013.	
19.	Workshop on Semesterization of UG Programme under CBCSS, Academic Staff College, Thiruvananthapuram, 21-23 March 2012.	
20.	National workshop on Innovations in Teaching, Learning and Evaluation, NSS Training College, Pandalam & NSS College, Pandalam, 26 <sup>th</sup> March, 2012.	

## College Profile

21.	UGC Sponsored National Conference PKM College of Education, Madampam, 2-mrd March 2010.	
<b>Dr.P.G.Ajimol</b>		
<i>Sl.No</i>	<i>Name of Seminar/ workshop/conference.</i>	<i>Name of participation</i>
1.	International Seminar on Democratic & Secular Education. Organised by Govt.of Kerala, 4 <sup>th</sup> to 6 <sup>th</sup> December, 2008.	Attended
2	One day orientation programme on Critical pedagogy & Issue Based Curriculum, Government college of Teacher Educationn, TVM 14/15, November 2008.	Attended
3	Two days National Seminar on Stress free Education, NSS Training College, Changanacherry, 23 <sup>rd</sup> and 24 <sup>th</sup> July, 2010.	Attended
4.	State-Level Seminar on Awareness about Human Rights & Duties among Women Teachers, 1 <sup>st</sup> & 2 <sup>nd</sup> December 2011.	Attended
5.	One-day Workshop on Digital Lesson Preparation, 29 <sup>th</sup> November 2010, NSS Training college, pandalam.	Attended
6.	Workshop on Biodiversity by WWF-India, 21.01.2011, NSS Training College, Pandalam	Attended
7.	Workshop on Research Methodology, Titus II Teacher's College, Thiruvalla.	Attended
8.	Teacher Training Workshop on Environmental Education, 13.03.2013	Attended
9.	National Workshop on Innovations in Teaching, Learning, & Evaluation, IQAC, NSS College, Pandalam and Post- Graduate Department of NSS Training College, Pandalam, 26.03.2012.	Organised

## College Profile

### Smt.Suma.K.O

<i>Sl.No.</i>	<i>Name of Seminar/ workshop/conference</i>	<i>Nature of participation</i>
1.	UGC Sponsored National Seminar on Naturalistic Intelligence- Harmonizing scientific enquiry and Eco-friendliness in learner, NSS Training college, Changancherry.	Presented a Paper
2.	International Education Meet on Education for Global Excellence, Mar Theophilus Training College, Thiruvananthapuram.	Presented a Paper
3.	UGC Sponsored National Seminar on Media and Sports, Mount Tabore Training College, Pathanapuram.	
4.	Interactive discourse on Role of Research Universities in Developing countries, Department of Education, University of Kerala.	
5.	National Seminar on Secondary Education Geography Curriculum – Issue and Trends.	
6.	Seminar on Micro Teaching for Geography.	
7.	Interaction discourse on Geography Teachers and Learning for B.Ed Geography.	
8.	Environmental Education and Education for Sustainable development, Organised by WWF-India	
9.	Workshop on Curriculum Revision on University of Kerala, 2 <sup>nd</sup> February	
10.	13 <sup>th</sup> , 214 <sup>th</sup> February	
11.	8 <sup>th</sup> March	
12.	26 <sup>th</sup> March	
13.	Workshop on Models of Teaching for B.Ed Geography	
14.	Teacher Training Workshop on Environment Awareness.	

## College Profile

15	International Conference on “Towards a Global Competitive Learning community- Role of Active Pedagogy , Department of Education, University of Kerala.	
16.	International Seminar on Democratic and secular Education.	
17.	International Seminar on Muzeris Heritage Projects: Archeological Research at Pattanam	
18.	National Seminar on Best Practices in IT Enabled Teacher Education and knowledge Management by Kerala State IT Mission.	

### **Dr.N.Jayasree**

<i>Sl.No.</i>	<i>Name of Seminar/ workshop/conference</i>	<i>Nature of participation</i>
1	UGC sponsored SAM Workshop – Women empowerment, February 25 to March 1	
2.	Framing of Research Designs Two-day’s Workshop, 15 to 16 March 2013	

### **Smt.Indu.P**

<i>Sl.No.</i>	<i>Name of Seminar/ workshop/conference</i>	<i>Name of participation</i>
1.	National Seminar on Combating Learning Disability – Pedagogic Tactics, Fathima Memmorial Training College, Kollam, 23 to 24, June 2010.	
2.	National Seminar on Stress Free Education – A paradigm for Teacher Censcientization, NSS Training College, Changanacherry, 23 to 24 July, 2010	
3.	UGC sponsored National Seminar on Spiritual	

## College Profile

	Intelligence- A Paradigm for Holistic Development among Learners, NSS Training College, Changanacherry, 21-22 July 2011.	
4.	UGC Sponsored National Workshop on Digital – Lesson Preparation – Threading ICT into Classroom Practices, NSS Training College, Pandalam, 29 November 2010.	
5.	Workshop on Biodiversity – WWF – India, NSS Training College, Pandalam, 21 January 2011.	
6.	National Level Workshop on Research Methodology in Education – Titus II Teachers College, Thiruvalla, 25 – 31 July 2011.	
7.	International Conference on Adaptability & Responsiveness in Teacher Education, Govt.College of Teacher Education, Thiruvananthapuram, 18 to 19 June 2010.	
8.	UGC Sponsored National Seminar on Spiritual Intelligence....., NSS Training College, Changanacherry, 21 -22 July 2011.	Presented paper
9.	UGC aided National Workshop on Innovations in Teaching, Learning & Evaluation, NSS Training College, Pandalam and NSS College, Pandalam, 26 March 2012.	
10.	Faculty Development Programme on Research Methodology and 12 days Workshop on Data Analysis in Social Science Research, KG College, Pambady, Kottayam, December 2012.	

**Smt.Lakshmi.A**

<i>Sl.No.</i>	<i>Name of Seminar/ workshop/conference</i>	<i>Nature of participation</i>
1.	Intenational Seminar cum VIII <sup>th</sup> State Convention – CTE, Kerala	Participated
2.	UGC Sponsored National Seminar on Lifestyle Diseases as Silent Killers	Paper Presented.
3.	Teacher Training workshop on Environmental Education.	Participated
4.	UGC Sponsored National workshop on Environmental Influences on Physical Activity & Nutrition Behavior	Participated
5.	Training Workshop on Environmental Education.	Participated
6.	Organized Workshop on B.Ed Curriculum Restructuring, 22.03.2012, NSS Training College, Pandalam.	Participated
7.	National Level Conference on Value Orientation & teacher Education	Paper presentedd
8.	Global Energy Parliament -I session- Isa, Viswa paranjanana Trust.	Participated
9.	UGC Sponsored National Level Seminar on Modern Trends in Educational Research.	Presented paper
10.	Seminar on Neural Bases of Human Thought.	Participated
11.	UGC-Sponsored National Seminar on Spiritual Intelligence – A Paradigm for Hostic Development among Learners.	Presented paper
12.	UGC – Sponsored National Workshop on Digital Lesson Preparation – Treading ICT into Classroom Practice.	Participated
13.	International workshop – cum- Seminar on Making Inclusions Happen-Learning for All Students.	Participated

## College Profile

14.	National workshop on Educational Research.	Participated
15.	Two-days National workshop on Data Analysis in Social Science research.	Participated
16.	UGC – Sponsored National Seminar on Emerging Perspectives in Science Learning.	Presented paper
17.	UGC Sponsored Regional Seminar on Life Skill Development through Sports.	Presented paper
18.	UGC Sponsored National Seminar on Children With Learning Disabilities – Growing up with Hope and Dignity.	Presented paper
19.	UGC –Sponsored National Seminar on Nationalistic Intelligence – harmonizing Scientific Inquiry & Eco-Friendliness in Learners.	Presented paper
20.	International Seminar on Gandhian Educational Principles & Practices in the Emerging Global Seenario and 100 <sup>th</sup> Birth Anniversary of the Celebrated Teachers Educator of India – Dr.N.P.Pillai.	Presented paper
21.	Workshop on Learning Disability – Prep & Congent	Participated
22.	Workshop on Curriculum Revision on University of Kerala, 2 <sup>nd</sup> February	Participated
23.	Workshop on Curriculum Revision on University of Kerala. 13 <sup>th</sup> , 214 <sup>th</sup> February	Participated
24.	Workshop on Curriculum Revision on University of Kerala.8 <sup>th</sup> March	Participated
25.	Workshop on Curriculum Revision on University of Kerala.26 <sup>th</sup> March	Participated
Dr. SREEVRINDANAIR		
Sl. No	Seminars/workshops/conferences	Nature of participation



## College Profile

1	National Seminar on 'Capability Building in Students: Concerns and Challenges of Teacher Education organized by S N training College, Nedunganda, Varkala on 26 <sup>th</sup> & 27 <sup>th</sup> March 2009.	Paper presented
2.	UGC Sponsored National Seminar on 'Education and Social Sensitivity' organized by St.Thomas College of Teacher Education, Pala on 25 <sup>th</sup> and 26 <sup>th</sup> Nov.2010	Paper presented
3.	International Seminar on " Education for the 21 <sup>st</sup> Century organized by Karmel Rani Trainning College, Kollam on 10 <sup>th</sup> Jan. 2011.	Paper presented
4.	National Seminar on "Learning to Be: Problems and Prospects towards developmental education" sponsored by UGC on 18 <sup>th</sup> & 19 <sup>th</sup> March 2011 at Sree Narayana Training College, Nednganda, Varkala,Thiruvananthapuram	Paper presented
5.	Two day National Seminar entitled, "Effluent Innovative Mindset for Knowledge generation and sharing in the Pulsars of quality learning" on 25 <sup>th</sup> and 26 <sup>th</sup> March 2011 at Buddha College of Teacher Education, Muthukulam.	Paper presented
6.	UGC Sponsored National Seminar at Sree Narayana Training College, Nedunganda, Varkala, TVM on 17 <sup>th</sup> & 18 <sup>th</sup> June 2011	Paper presented
7.	Two-day national seminar on "Spiritual Intelligence-A paradigm for holistic development among learner's sponsored by UGC on 21 <sup>st</sup> and 22 <sup>nd</sup> at NSS Training College, Changanacherry.	Paper presented
8.	Two day National seminar on "Techno pedagogy for Teacher Educators" sponsored by UGC on 21 <sup>st</sup> and 22 <sup>nd</sup> July at St. Joseph College of Teacher Education for woman Ernakulam	Paper presented
9.	UGC sponsored National seminar on ' Self esteem and	Paper presented

## College Profile

	Mental Health Promotion among teachers held on 4 <sup>th</sup> & 5 <sup>th</sup> August 2011 at SNM Training College, Muthakunnam	
10.	UGC Sponsored National Seminar on “ Gender quest in multiple Intelligence held on 2 <sup>nd</sup> & 3 <sup>rd</sup> Sep. 2011 at Faroque Training College, Kozhikkode.	Paper presented
11.	UGC sponsored State Level Seminar on “Awareness of Human Rights and Duties among Women Teachers conducted at NSDS Training College, Changancherry on 01 <sup>st</sup> & 2 <sup>nd</sup> December 2011.	Paper presented
12.	UGC sponsored International Education Meet on “Education for Global Excellence at Mar Theophilus Training College, Nalanchira, Thiruvananthapuram on 5 <sup>th</sup> , 6 <sup>th</sup> & 7 <sup>th</sup> January 2012.	Paper presented
13.	Two day National Seminar on Naturalistic Intelligence- Harmonizing Scientific Inquiry and Eco-Friendliness in learner’s sponsored by UGC on 12 <sup>th</sup> & 13 <sup>th</sup> of July 2012 at NSS Training College, Changancherry.	Paper presented
14.	UGC sponsored International Conference on “Preparing World class Teachers through Online Education” The future is now” Sri Ramakrishna Mission Vidyalaya College of Education. Coimbatore, Tamilnadu, India in collaboration with United States and India Educational Foundation (USIEF) on 20 <sup>th</sup> & 21 <sup>st</sup> April 2012.	Paper presented
15.	Resource Person, Women Empowerment Seminar, St. Thomas College, Ranni, 3 <sup>rd</sup> February, 2009.	Resource person
16.	National Seminar on Capacity Building in students sponsored by UGC on 26 to 27 March, 2009	Attended

## College Profile

17.	Seminar on Inter –pretivist Paradigin for Research Methods in Teaching, August 20, 2009, Buddha College of Teacher Education, Muthukulam.	Paper Presented
18.	National Seminar on Interactive Exploration towards Quality Research Continuum, SPS, Kottayam, March 26, 2010	Attended
19.	Seminar on Protection of Human Rights of Girl Child, NSS Training College, Pandalam.	Organized
20.	Legal Awareness Programme, NSS Training College, Pandalam.	Organized
21.	Awareness Programme on Cyber Laws & Crimes, NSS Training college, Pandalam.	Organized
22.	Two-days Workshop on Materialized Social Constructivism and Critical Pedagogy in the Classroom, 16-17 January, 2009, NSS Training College, Changanacherry	Paper presented
23.	Inter- University workshop on the orbit of Unified B.Ed Degree programme by SPS, Kottayam, December 8, 2009.	Resource person
24.	Proximity towards the Creation of Quality Research Framework, SPS, Kottayam on April 9, 2010	Attended
25.	Spiralling towards the refinement of the Assessment & Evaluation of B.Ed programme, SPS, Kottayam, April, 2010	Resource person
26.	Workshop on Self-Empowerment & Personality Development, NSS Training College, Pandalam.	Organized
27.	Medical Camp & Formation of Blood Donation Cell, NSS Training College, Pandalam.	Organized
28.	State-Level Educational Conference and Discourse Analysis on Reactionary Transferable Skills, SPS, Kottayam, March 14, 2012.	Attended
29.	National Seminar on Stress free Education- A paradigm for Teacher Concentration, NSS Training College, Changanacherry, 23 & 24 July, 2010.	Paper presented

## College Profile

30.	UGC sponsored National Seminar on Education & Social Sensitivity, 25-26 November 2010, St.Thomas College of Teacher Education, Palai.	Paper presented
31.	International Seminar on Education for 21 <sup>st</sup> Century, Karmel Rani Training College, Kottayam, January 10 <sup>th</sup> 2011.	Paper presented
32.	Seminar on Honing Research Skills, SPS, Kottayam, 7,8,9 <sup>th</sup> July, 2010.	Attended
33	Seminar on Career Guidance & Counseling, NSS Training College, Pandalam	Organized
34.	Convener, Arts Programme 2010-11,NSS Training College, Pandalam	Convenor
33.	Organized Women's Cell, NSS Training College, Pandalam.	Organized
34.	UGC Sponsored workshop on Digital Lesson Preparation, NSS Training College, Pandalam, 29 November 2010.	Attended
35.	Workshop on Finalization of the Profuse Pathways of M.Ed,CBCSS Curriculum, SPS, Kottayam, January 27, 2011.	Resource person
36.	Workshop on Biodiversity, NSS Training College, Pandalam, January.21.2011.	Attended
37.	National workshop on Educational Research, Government College of Teacher Education, Thiruvananthapuram, 10 <sup>th</sup> to 14 <sup>th</sup> February, 2011.	Participated
38.	Learning Disability, Titled- Know your Child – SPS, Kottayam & School of Behavioral Science, Kottayam, August, 3 <sup>rd</sup> , 2011.	Attended
39.	Training Programme cum Seminar on Right to Education Act- The Kerala Context, SPS, Kottayam, November 11 , 2011	Participated
40.	Erudite Scholar in Residence Lecture Series, SPS, Kottayam, January 4, 2012.	Attended
41.	Organized Various Programmessuch as Quiz competitions, kaviyarangu, Padayani, Cholkazhcha, Recitation competition, Reading corner, Elocuton, competitior	Organized

## College Profile

	Kathakali, Silpasala, Essay competitions on reading day, preparation of magazine ,created a Blood donation forum in the college,Created a Blog for the college by“AMOGHA” ,Malayalam Association	
42.	National workshop on Data Analysis in Social Science Research, Catholicate College, Pathanamthitta, July 2, 2011. Advisor,Equal Opportunity Cell,NS S Training College,Pandalam (UGC aided)	Participated  Advisor,E.O.C

### **Smt. Sreelekha**

<i>Sl.No.</i>	<i>Name of Seminar/ workshop/conference</i>	<i>Nature of participation</i>
1.	UGC Sponsored National Seminar, NSS Training College, Changanacherry, 12, 13 <sup>th</sup> July 2012.	Presented paper
2.	Seminar Organized by the Social Science Association on “New Teaching Strategies” for high school teachers and Students, 15 July, 2009, NSS Training College, Pandalam.	Organized
3.	UGC Sponsored National Workshop on Innovations in Teaching, Learning, and Evaluation, NSS Training College, Pandalam & NSS College, Pandalam 25 <sup>th</sup> March 2012.	Attended
4.	UGC Sponsored National Workshop on Digital Lesson Preparation 29 <sup>th</sup> November 2010, NSS Training College, Pandalm.	Organized
5.	Workshop on “Issue Based Curriculum, Social Science Association, NSS Training College, Pandalam.	Organized
6.	One-day Workshop on”Secondary Education Social Science Curriculum- Issue and Trends”, Social Science & Geography Association, NSS Training College, Pandalam, 14 <sup>th</sup> January 2010.	Organized

## College Profile

7.	UGC Sponsored International Education Meet Education for Global Excellence”, 5 <sup>th</sup> to 7 <sup>th</sup> January 2012.	Presented paper
8.	One day workshop for Teachers and Students- Preparation of Teaching Aids. NSS Training College, Pandalam. 5 <sup>th</sup> December 2012.	Organised
9.	National Seminar on Naturalistic Intelligence. ‘Scaffolding Strategies’ 12 <sup>th</sup> and 13 <sup>th</sup> July 2012.	Presented paper
10.	UGC Sponsored Nation Seminar on Class room Management. 17 <sup>th</sup> & 18 <sup>th</sup> June 2011.	Presented paper
11.	National Seminar on Spiritual Intelligence. ‘Intelligent Friendly Classrooms’. 21 <sup>st</sup> & 22 <sup>nd</sup> July 2011. NSS Training College Changanacherry.	Presented paper
12.	State Level Seminar on Human Rights 1 <sup>st</sup> & 2 <sup>nd</sup> of December 2011. NSS Training College Changanacherry	Presented paper
13.	Framing of Research Design NSS Training College, Pandalam. 15 <sup>th</sup> & 16 <sup>th</sup> March 2013.	Attended
14.	Teacher Trainees workshop on Environment Education. NSS Training College, Pandalam. 13 <sup>th</sup> March 2013.	Attended
15.	National workshop on Innovations in Teaching, Learning and Evaluation. IQAC, NSS College, Pandalam. 26 <sup>th</sup> March 2012.	
16.	National workshop on Educational research (Government College of Teacher Education) 10 -14 2011	Attended
17.	Resource Person for the Sevenday workshop “VIJNANOLSAV” at NSS HSS, Thattayil & Presented a paper. 24 <sup>th</sup> August 2009.	Resource person
18.	UGC Sponsored National workshop on Digital Lesson Preparation. 29 <sup>th</sup> November 2010.	Organized
19.	National Seminar on Quality Research, SPS,	Attended

## College Profile

	Kottayam.26 <sup>th</sup> March 2010.	
20.	Natural Seminar on Effective Instruction . Govt. College of Teacher Education, Thiruvananthapuram. 10-11 <sup>th</sup> of December 2010.	Paper presented
21.	Natural Seminar on Stress Free Education. NSS Training College, Chaganacherry. 23-24 <sup>th</sup> July 2010.	Paper presented
22.	Assessment and Pedagogy at Peet Memorial Training College, Mavelikkara. 3 <sup>rd</sup> January 2009.	Attended
23.	National Seminar on Capability Building in Students “Dick and Carry SAM” SN Training College, Varkala. 26-27 <sup>th</sup> March 2009.	Paper presented
24.	International Seminar organized by Kerala University Department of Education, 30-31 <sup>st</sup> October 2009.	Paper presented
25.	Resource Person in the Inter University Workshop on the Orbit of Unified B,Ed Degree Programme (M.G.University) 8 <sup>th</sup> December 2009.	Resource person
26.	Social Science revision of M.Ed Curriculum (SPS, Kottayam)	Resource person
27.	Seminar on Climate Changes by the Pamba Pariraksha Samithi Ministry of Environment and Forest.5 <sup>th</sup> December 2008.NSS Training College, Pandalam.	Attended
28.	State Level Orientation Programme on English Language Teaching.NSS Training College, Changanacherry. 24-25 <sup>th</sup> September 2007.	Attended
29.	Orientation Programme on Innovative Strategies in Teaching Language. 26 <sup>th</sup> September 2007. NSS Training College, Changanacherry.	Attended
30.	International Seminar on Holistic Education. Mar Theophilus Training College, Thiruvananthapuram. 23-26 <sup>th</sup> January 2006.	Attended

## College Profile

31	National Seminar on Instructional Strategies.Buddha College of Teacher Education. 27 <sup>th</sup> March 2006.	Attended
32.	Legal awareness classes chaired by the Dist judge of Pathanamthitta. NSS Training College, Pandalam. 21 <sup>st</sup> February 2011.	Organized
33.	Conducted quiz competitions,poster making competition,Essay writing for high school students and Teacher trainees.	Organized

### **Dr.Ranjini Devi.S**

<i>Sl.No.</i>	<i>Name of Seminar/ workshop/conference</i>	<i>Name of participation</i>
1.	International Seminar on Innovations, Quality and excellence in education.	Paper presented
2.	Life skills development through sports.	Paper presented
3.	Emerging perspectives in Science education.	Paper presented
4.	Information and communication technology in education, challenges and innovations “Inevitable proliferation of ICT in Teacher Education”	Paper presented
5.	Seminar on Space research: history and possibilities.	Organised
6.	Talk on women and social justice. Talk on women a reality.	Organised
7.	State Level Workshop on teaching practices in the	



## College Profile

	interface of practicum and problem based learning.	Attended
8.	Workshop on Models of Teaching and innovation. “Inevitable proliferation of ICT in Teacher Education”.	Organised
9.	Naturalistic Intelligence – Harmonizing Scientific inquiry and eco friendliness in Learners.	Paper presented
10.	Awareness about human rights and duties among women teachers.	Paper presented
11.	Classroom management : Emerging trends “Positive classroom management”	Paper presented
12.	Spiritual intelligence – a paradigm for holistic development among Learns	Paper presented
13.	Children with learning disabilities growing up with hope and dignity.	Paper presented
14.	Learning to be: Problems and prospects towards development education	Attended
15.	Interactive discourse on role of research universities in developing countries.	Attended
16.	Honing research skills level –I	Moderator
17.	State level consultation on human rights training for school teachers	Panelist
18.	State Level Seminar cum workshop on learning disability management.	Attended

### Smt.Jayasree.S

Sl.No	Name of Seminar/ workshop/conference	Name of participation
1	UGC Sponsored National Seminar on “Spiritual Intelligence”-A paradigm for Hostic Development Among Learners, NSS Training College, Changanacherry, November 21 -22,2011	Paper presented
2	UGC – Sponsored National Seminar on Self Esteem and Mental Health Promotion among Teachers, 4 to 5, August	Paper presented

## College Profile

	2011.		
3.	UGC aided National Workshop on Innovations in Teaching, Learning & Evaluation, NSS Training College, Pandalam, March 26, 2012.		
4.	UGC Sponsored International Education Meet on Education for Global Excellence, Mar Theophis Training College, ICTE, Thiruvananthapuram, 5,6,7 January 2012.	Paper presented	
5.	One-day Seminar on Learning Disability, MG University, 3 August, 2011.		
6.	UGC Sponsored National Seminar on Multiple Intelligences, September 2 to 3 , Farook Training College, Kozhikkode.	Paper presented	
7.	UGC Sponsored State Level Seminar on Awareness about Human Rights & Dutes among Women Teachers, NSS Training College, Changanacherry.	Paper presented	
8.	UGC sponsored National Seminar on Naturalistic Intelligence – Harmonizing Scientific Inquiry & Eco friendliness in Learners, NSS Training College, Changanacherry, 12 to 13 July 2012.	Paper presented	
9.	Workshop on Models of Teaching		
10	Talk on Biodiversity conservation.		

### **Dr.Padmapriya.P.V**

<i>Sl.No.</i>	<i>Name of Seminar/ workshop/conference</i>	<i>Nature of participation</i>
1	Education for Global Excellence-‘Life Skill Management for Adolescent is the need of Today’s world”	Attended
2.	New Trends in Pedagogical Science and Research in Education.	Attended
3.	Technology for teacher Educators	Attended

## College Profile

	'Attitude of Secondary School Teachers towards E-Learning Strategies'	
4.	Spiritual Intelligence: A Paradigm for Holistic development among learners.	Paper presented
5.	Self – Esteem and Mental Health Promotion Among Teachers.	Paper presented
6.	State Level Workshop on restructured B.Ed curriculum.	Attended
8.	Workshop on models of Teaching	Attended
9.	Teachers Training Workshop on Environmental Education.	Organised
10.	Right to Education Act. The Kerala Content.	Attended
11.	Awareness About Human rights and Duties among Women Teachers.	Paper presented
12.	Post Modern Pedagogies for Emerging Global Society.	Attended
13.	Nature Awareness Camp at Mangalavanam Bird Sanctuary.	Attended
14.	Seminar on Grading in Credit and Semester System – AKPCTA	Attended
15.	Training Programme on Counselling skills.	Attended
16.	Modern Trends in Curriculum Transaction and Evaluation.	Attended
17.	Integration Teaching and Research for Quality Education.	Attended
<b>Smt. Umadevi K.</b>		
<i>Sl.No.</i>	<i>Name of Seminar/ workshop/conference</i>	<i>Nature of participation</i>
1.	Quality Improvement in Educational Research & Innovative Trends.	
2.	International Seminar & VIII State Convention on	

## College Profile

	Development Education – 21 Century Paradigms for teacher.	
3.	One day workshop on Models of Teaching	
<p><b>Smt. Lekshmi V</b></p>		
<i>Sl.No.</i>	<i>Name of Seminar/ workshop/conference</i>	<i>Nature of participation</i>
1	National Seminar on Modern Instructional Strategies in teacher Education at Buddha College of Teacher Education, Muthukulam on 27/03/2006	Paper Presented
2	Workshop on Curriculum Reification at School of Pedagogical Sciences, M.G University, Kottayam on 24/08/2006	Participated
3	State level seminar on Technology integration in pedagogy: Multiple phases at Jameela Beevi Memorial Centre for Teacher Education, Kayamkulam on 22/03/2007	Participated
4	State level seminar on Developing Problem based learning scenarios in teacher Education Programme at Buddha College of Teacher Education, Muthukulam on 07/08/2008	Paper Presented
5	State level seminar on Interpretivist Paradigm for	Paper Presented

## College Profile

	Research methods in teaching at Buddha College of Teacher Education, Muthukulam on 20/08/2009	
6	Inter University workshop on the orbit of unified B.Ed. Degree programme at School of Pedagogical Sciences, M.G University, Kottayam on 08/12/2009	Participated
7	Workshop on Issue based Learning: Lesson Planning in Science at Govt. College of Teacher Education, Thiruvananthapuram on 15/12/2009	Participated
8	National Seminar on Stress free education – A paradigm for teacher concentration at N.S.S.Training College , Changanacherry on 23 <sup>rd</sup> and 24 <sup>th</sup> July 2010	Paper Presented
9	Workshop on biodiversity organized by world wide fund for nature – India at N.S.S.Training College, Pandalam	Participated
10	U.G.C. Sponsored National Seminar on Spiritual Intelligence- A paradigm for holistic development among learners at N.S.S.Training College , Changanacherry on 21 <sup>st</sup> and 22 <sup>nd</sup> July 2011	Paper Presented
11	One day seminar on Learning disability at M.G University, Kottayam on 03/08/2011	Participated
12	U.G.C.Sponsored State level seminar on awareness about human rights and duties among women teachers at N.S.S.Training College , Changanacherry on 1 <sup>st</sup> and 2 <sup>nd</sup> December 2011	Paper Presented
13	National Level workshop on research methodology in Education at Titus II Teachers, College, Thiruvalla on 25 <sup>th</sup> to 31 <sup>st</sup> July 2011	Participated
14	National Level workshop on Innovations in Teaching, Learning and Evaluation at N.S.S. College, Pandalam on 26/03/2012	Participated
15	U.G.C. Sponsored National Seminar on Naturalistic Intelligence – Harmonising Scientific Inquiry and	Paper Presented

## College Profile

	eco friendliness in learners at N.S.S.Training College , Changanacherry on 12 <sup>th</sup> and 13 <sup>th</sup> July 2012	
16	Research colloquium at Govt. Brennen College of Teacher Education, Thalassery on 02/03/2013	Paper Presented
17	National Seminar on Developing Research Design in Education: quantitative and qualitative paradigm at School of Pedagogical Sciences, Kannur University, on 22/03/2013	Participated
18	U.G.C. Sponsored National Seminar on Innovations in Pedagogy and curriculum : from theory to practice at Govt. Brennen College of Teacher Education, Thalassery on 10 <sup>th</sup> and 11 <sup>th</sup> April 2013	Paper Presented
19	U.G.C. Sponsored National Seminar on Positive Schooling through positive teacher education at N.S.S.Training College, Pandalam on 5 <sup>th</sup> to 7 <sup>th</sup> September 2013	Paper Presented

### 3.2. Research and Publication Output

#### 1. Give details of instructional and other materials developed including teaching aids and used by the institution for enhancing the quality of teaching during the last 3 years.

Teachers develop by themselves/ encourage students to materials both print and non –print, teaching aids, audio-visual materials, multimedia/ power point presentations, digitalized lesson plans, question banks, improvised materials etc. in teaching the concerned subjects; materials for quiz competitions, learning packages, various test materials and research tools for U.G and P.G course for enhancing quality in teaching and learning. Teachers and students prepare and present papers in research seminars and paper presentation competition in the institution and in various other institutions whenever they get a chance to try their hand at.

#### Dr.K.Remadevi

Powerpoint presentations on various topics especially innovative instructional strategies, psychology topics and theoretical bases of physical science education.

Lesson transcripts based on Constructivistic Approach, Models of Teaching and BrainBased Learning

Transparencies on topics of theoretical bases of Physical Science Education.

Constructed and standardized a Scientific Attitude scale.

Programmed learning materials in Physics and Chemistry.

Achievement tests in Physics and Chemistry.

**Smt.K.S.Girija**

- \* OHP Transparencies.
- \* Power point presentations on different topics.
- Different tools at M.Ed. level.

**Dr.P.M.Malini**

**Development of Research Tools**

1. Scientific Aptitude Test.
2. Pronunciation Test in English (written and oral)
3. Multimedia Learning Package for Enhancing Pronunciation in English.
4. Scale of Difficulty in Malayalam.
5. Civic Sense Rating Scale.
6. Diagnostic Test in Basic Mathematics
7. Achievement Test in Mathematics.
8. Lesson transcripts based on collaborative Learning Method.
9. Achievement Test in Commerce.
10. Self Instructional materials (Lesson plans, Model lesson, Preparatory notes)

**Dr.V.K.Ushdevi**

- \* Power point presentations in Research Methodology and Science Education
- \* Preparation of Reference Cards and Research Designs

- \* Developed Research Tools – (Co-Authored)
- \* Biodiversity Knowledge Test, 2011.
- \* Learning Package on Biodiversity Conservation, 2011
- \* Check list on Process Skill Confidence, 2011
- \* Academic Satisfaction Inventory for Students of Open Schools, 2011
- \* Scale of Attitude towards Open Distance Learning, 2011
- \* Availability & Utilization of Support Facilities Inventory, 2011
- \* Criteria – Based Transcripts Analysis Schedule, 2011.
- \* Teacher Empowerment Scale for Teacher Educators, 2011
- \* Students Rating Scale on Teacher- Pupil Relationship in Kerala Kala Mandalam.
- \* Interview Schedule for Teachers on Teacher – Pupil Relationship in Kerala Kala Mandalam, 2011.
- \* Academic Satisfaction Inventory for B.Ed Students, 2010
- \* Professional Ethics Sensitivity Test for B.E.d Students, 2010
- \* Instructional Material in the form of Task Sheets based on Guided – Discovery Approach – Std.IX
- \* Lesson Transcripts based on Constructivist Approach –Std. IX
- \* Process Skills Achievement Test in Physics – Std-VIII
- \* Process Skills Achievement Test in Physics – Std. IX
- \* Peer Acceptance Scale – Secondary School Students.
- \* Civic Sense Test – Secondary School Students.
- \* Lesson Transcripts based on Six Hat Technology for developing Higher Order Thinking Skills in Physics.



## ***College Profile***

- Lesson Transcripts based on Activity Oriented Approach for Developing higher order Thinking Skills in Physics.
- Achievement Test in Physics for Std.VIII
- Test of Awareness of Natural Resources

\* Scale of Attitude towards Eco-friendly Life style.

### **Dr.Mini.P**

\* Print materials related to all units in the syllabus.

\* Question Bank related to all units

\* Students Assignment.

\* Seminar Materials – Multimedia.

\* Lesson Plans for Demonstration / Criticism classes with the aid of computers, learning aids etc.

\* Microteaching Video lessons.

\* Transparencies, Slides, Power Points on various topics.

### **Dr.K.Bijukuar**

\* Power point slides for various topics in Physical Education.

\* Construction of Posture Analysis Grid

- Gait and Posture analysis through Photography techniques.

### **Dr.P.G.Ajimol**

\* Developed Research Tools.

\* Self- Efficacy Inventory.

\* Extensive Reading Scale.

\* Attitude Scale on Sustainable Development.

\* Parental Care Rating Scale.

\* Process Skill Achievement Test.

## ***College Profile***

- \* Lesson Transcripts based on Concept Mapping Method.
- \* Lesson Transcripts based on Green Chemistry Approach.

### **Smt.Suma.K.O**

- \* Self Instructional materials (Lesson plans, Model lesson, Preparatory notes)
- \* Print material (Notes, model lesson plans)
- \* Teaching aids, Folders, Slides, models(two and three dimensional charts, flash cards, albums etc.
- \* Audio Visual aids related to Geography learning.
- \* Preparation of Question banks, points to ponder.
- \* Ociplaying story to make geography learning effective.
- \* Geography Album.
- \* Geography Dictionary.
- \* Power point prepared for various topics.

### **Dr.N.Jayasree**

- \* Developed different tools of Research.
- \* Child Rights Awareness Test.
- \* Mathematics study Habit Inventory.
- \* Identity Crisis Inventory.
- \* Scale of Attitude towards ICT.
- \* Academic Stress Scale.
- \* Social Skill Test.
- \* Reading Comprehension Test.

- \* Learning Environment Inventory.
- \* Socio Economic Scale
- \* Social Intelligence Test.
- \* Science Interest Inventory.
- \* Examination Anxiety Scale.

**Smt.Indu.P**

- \* Equipments to be used Psychology Lab.
- \* Pyramid Puzzle.
- \* Mc Dougall's Apparatus.
- \* Equipment for demonstrating interference. (Tray and Cards)
- \* Mount Board – Experiment on Directed observation and Accuracy of report.
- \* Retro active inhibition – Materials.
- \* Auditory Spam – Materials.

**Smt.Lakshmi.A**

- \* Power point on various topics in Biology.
- \* Power point on Technology content.
- \* Power point on Indian and Western Philosophers.
- \* e-content on environmental conservation.
- \* You Tube Video collection on learning theories.
- \* Power Point on learning theories.
- Collection of educational podcasts.
- Audio lesson on Biology topic
- Programmed instruction on Biology

Construction of structured aerobic exercise programme

## ***College Profile***

### **Dr.Sreevrinda Nair.N**

\* Prepared digital lesson as part of UGC - sponsored National Workshop on Digital Lesson Preparation, NSS TC; Pdml.

Question paper setter –Mahatma Gandhi University-B.Ed

Class magazines

Collection of instructional materials from Malayalam Blog and installed student works.

Transparencies on various topics.

- \* Projection slides.
- \* Computer aided instructional materials.
- \* Power Point Presentations.
- \* Charts and models.
- \* Picture albums, News paper cuttings.
- \* Documentation work on important topics.
- \* Video recordings of good classes on CDS for practice by beginners.
- \* Microteaching lesson plans to develop various teaching skills.
- \* Developed three research tools (Vocabulary assessment )
- \* conducted SET ,NET coaching classes as part of Equal Opportunity cell,N S S Training College,Pandalam

### **Smt.Sreelekha.K.L**

- \* Transparencies on various topics.
- \* Projection slides.

## *College Profile*

- \* Computer aided instructional materials.
- \* Power Point Presentations.
- \* Instructional Materials based on “ Models of Teaching – CAM, Advance Organizer Model & JIM.
- \* Charts and models.
- \* Picture albums, News paper cuttings.
- \* Documentation work on important topics.
- \* Innovative way of presenting concepts using cartoons.
- \* Video recordings of good classes on CDS for practice by beginners.
- \* Microteaching lesson plans to develop various teaching skills.

. Dr.Ranjini Devi

- \* Lesson Plans based on activity, social issue and Models of Teaching.
- \* Instructional Module.
- \* Programmed learning materials.
- \* Charts and Models.
- \* Power Point Presentation.
- \* Transparency Sheets.
- \* Slides.
- \* Activity cards.
- \* Cut outs
- \* Pictures.
- \* Specimens.

**Smt.Jayasree.S**

- \* Lesson Plans (based on activity, social issue
- \* Instructional Modules, Models of Teaching)
- \* Programmed Learning materials.
- \* Charts& Models.
- \* Power Point presentation.
- \* Transparency sheets, slides
- \* Teaching aids ( Mathematical calendar, clinometers)
- \* Mathematics Dictionary.

**Smt.Padmapriya**

- \* Lesson plans (based on activity, social issue, models of teaching, microlearning)
- \* Self instructional learning package in Biology.
- \* Programmed learning materials
- \* Documentation on various environmental and social issues.
- \* Biological albums.
- \* Charts
- \* Models
- \* Activity cards
- \* cut outs
- \* Pictures
- \* Specimens

## ***College Profile***

- \* Assignment on various topics cited in the syllabus.
- \* Seminars on Multimedia.
- \* Transparencies, glass slides, power point presentations on various topics were prepared.
- \* Problem based studies were conducted on environmental related issues.
- \* Printed notes on various topics in education (Nat.Sc. Edn.)

### **Smt. Umadevi Karalil**

- \* Self Instructional materials.
- \* Power Point Presentation.
- \* Preparation of Commerce Calendar.
- \* Dictionary of commerce
- \* Commerce Album
- \* Charts \* Models \* Activity cards \* cut outs\* Pictures\* Specimens
- \* Assignment on various topics cited in the syllabus.
- \*Transparencies, glass slides on various topics were prepared.
- \* Preparation of Question banks, points to ponder.
- \* Printed notes on various topics in education
- \* Lesson Plans based on activity, social issue and Models of Teaching.

### **Smt. Lekshmi V.**

- \* You Tube Video collection on learning theories.
- \* Power Point on learning theories.
- \* Assignment on various topics cited in the syllabus.

- \* Preparation of Question banks, points to ponder.
- \* Printed notes on various topics in education
- \* Practicums on various topics
- \*Academic stress inventory
- \*Scientific creativity test
- \*Reading habit inventory
- \*Problem solving skill test
- \* Pictures.
- \*Social intelligence test

**2. Give details on facilities available with the institution for developing instructional materials?**

The college has well furnished computer - Lab with 34 computers with internet access for use by teachers and students in the preparation of multimedia packages. The college Library has adequate collection of books, journals, magazines, news papers and reference materials and dissertations for reference for Post- Graduate students. The Psychology Lab has almost all the standard Psychological test materials and apparatus and provision for improvisation of experiments / performing experiments. Students of U.G and P.G courses utilize these facilities frequently.

The Language Lab has all the facilities for mastering the skills of language development. The Technology Lab has audio – video CDS, Handicams, LCD Projectors, DLP Projectors, OHPs, which are utilized by students and teachers. There are two smart class rooms for the application of ICT skills among students and teachers and to ensure quality in teaching.

Socially Useful Productive Work , which is part of the curriculum where students make use of the SUPW work room for creative activities. The Photo Copier is made use of by students for carrying out project work and research work.

**3. Do the institution develop any ICT/ Technology related instructional materials during the last five years?**



Yes, All teachers and students actively participated in the Workshop on Digital Lesson Preparation conducted in the college and prepared digital lessons in their concerned subjects areas. Multimedia packages, Power Point materials, OHP, Transparencies, Radio lessons, Video lessons, Learning packages, Individual instructional materials, e-content, You-tube, Video collections and Educational Podcasts are being developed / downloaded for instructional purposes.

In addition, short films and documentaries are produced by the Film Club of the college..

**4. Give details on various training programs / workshops on materials development(both instructional and other materials)**

**a). Organized by the institution**

UGC- Sponsored Workshop on Digital Lesson Planning, 29 Nov.2010.

- Teacher Training Workshop on Biodiversity, 21 Jan 2011.
- Teacher Training Workshop on Environmental Education, 13.March 2013.
- National Workshop on Innovations in Teaching, Learning and Evaluation NSSTC, Pdml (Post – Graduate Dept.) and NSS College, Pdml, 26.March 2012.
- Medical Camp and Formation of Blood Donation Cell.-Malayalam Association
- State Level Workshop on Framing of Research Designs- 15<sup>th</sup>& 16<sup>th</sup> March 2013.
- One day Workshop on B.Ed Curriculum Restructuring, March 22, 2013.
- Workshop on Issue –Based Curriculum, Social Science Association.
- Workshop on Secondary Education Social Science Curriculum- Issues and Trends, Social Science and Geography Association 14<sup>th</sup> Jan.2010.
- UGC Sponsored National Seminar on Positive Schooling through Positive Teacher Education Traversing Classroom Discourses and Strategies.

**b). Attended by the Staff.**

**1. Dr K.Remadevi**

- workshop for curriculum design ( B.ED.,CREDIT AND SEMESTER) OF Mahatma Gandhi University and review workshop on physical science

- Resource person for the tool preparation workshop organized DIET, Chengannur for the purpose of a project.

**2. Smt.Sreelekha.K.L**

- 28 days Orientation Programme UGC-Academic Staff College -13<sup>th</sup> July to 9<sup>th</sup> August 2011.
- Inter- University Workshop on the Orbit of Unified B.Ed Degree Programme – M.G University 8<sup>th</sup> December 2009.
- 21 days Refresher course in Women Education 5<sup>th</sup> November 25<sup>th</sup> November 2013

**3. Dr.Sreevrinda Nair.N**

- DRG Training Programme for Malayalam Teachers, SCERT, TVM.
- SRG Training Programme for Malayalam Teachers, SCERT, TVM.
- 28 days Orientation Programme UGC-Academic Staff College
- Workshop on Psychological Testing for Teacher Educators, St.Joseph's Training College, Mannanam, 30<sup>th</sup> Sept & 1<sup>st</sup> Oct. 2005.
- Two – day's Workshop on" Model – Based Learning – Enhancing Learning to Learn", NSSTC, Pdlm, 16<sup>th</sup> to 17<sup>th</sup> Nov 2006
- Two –days StateLevelWorkshop on Materializing Social Constructivism and Critical Pedagogy in the Class room, 16<sup>th</sup> to 17<sup>th</sup> Jan.2009, NSS TC, Changanacherry.
- Training Programme on Right to Education Act, CTE, Kerala, 11 Aug 2011.
- Inter- University Workshop on the orbit of Unified B.Ed Degree Programme, M.G.University 8<sup>th</sup> Dec 2009
- Inter University Workshop on Proximity towards the Creation of Quality Research Framework, April 2010
- Nano – Workshop on Spiraling towards the refinement of the Assessment & Evaluation of B.Ed Programme – April 2010.
- UGC Sponsored Workshop on Digital Lesson Preparation - Nov.2010
- Workshop on Finalization of Profuse Pathways of M.Ed CBCSS Curriculum -27<sup>th</sup> Jan 2011.
- Workshop on Biodiversity, WWF – India, 21<sup>st</sup> Jan 2011.
- National Workshop on Educational Research GCTE, Tvm. 10<sup>th</sup> to 14<sup>th</sup> Feb. 2011.
- National Workshop on Data Analysis in Social Science Research, Catholicate College, Pathanamthitta- 1<sup>st</sup> and 2<sup>nd</sup> July 2011,

## ***College Profile***

- UGC Sponsored Orientation Programme – IT Oriented – ASC, Kerala, 07.12.2010 to 03.01.2011 with S-Grade
- Orientation Programme on A Gamut of articulation to the felt issues and the Paradigmatic shift of recharging teachers at M.Ed level, M.G.University, 3<sup>rd</sup> to 4<sup>th</sup> May 2012
- Workshop on restructuring B Ed curriculum- may 2013

### **4. Smt. Indu.P**

\* Refresher Course –UGC –Sponsored 1<sup>st</sup> to 22<sup>nd</sup> December 2010.

### **5. Dr.K.Bijukumar**

- \* UGC – Sponsored Short – term courses in Soft Skill Development, Academic Staff College, TVM on 22<sup>nd</sup> to 26<sup>th</sup> Aug 2011
- Short – term course for Research Guides in Social Science, ASC, TVM on 30.07.2012 to 03.08.2012

### **6. Dr.N.Jayasree**

- SAM Workshop for Women Empowerment for Capacity building for Women Management in Higher Education.

### **7. Smt.S.Jayasree**

- Orientation Programme UGC Academic Staff College, Thiruvananthapuram

### **8. Dr.P.G.Ajimol**

- Teacher Training Workshop on Environmental Education.
- Workshop on Digital Lesson Preparation.

### **9. Dr.P.M.Malini**

- UGC Sponsored workshop on Digital Lesson Presentation on 29 Nov. 2010
- Workshop on IT enabled pedagogy and knowledge management, University of Kerala

**10. Dr.Mini.P**

- UGC Sponsored workshop on Digital Lesson Presentation on 29 Nov. 2010

**11. Dr.V.K.Ushadevi**

- Two days workshop on Writing Scholarly articles/ research papers –Dept.of Education, University of Calicut & AIAER on 30 June & 1<sup>st</sup> July 2010
- UGC Sponsored Workshop on Digital Lesson Preparation, NSS TC, Pandalam on 29<sup>th</sup> Nov. 2010
- StateLevel Workshop on Framing of Research Designs, NSS TC, Pandalam, 15<sup>th</sup> to 16<sup>th</sup> March 2013

**12. Smt.Suma.K.O**

- Workshop on Curriculum Construction.
- workshop on preparation of learning aids
- Workshop on Curriculum Construction for Geography teachers at Govt. College of Teacher Education.

**13. Dr.Ranjini Devi**

- Workshop on restructuring B.Ed curriculum organized by Department of Education, University of Kerala on 9<sup>th</sup> July 2003.
- Seminar cum workshop on models of teaching organized by Department of Education, University of Kerala on 29<sup>th</sup> and 30<sup>th</sup> June 2005.
- National workshop for the development of instructional module for B.Ed curriculum transaction with the goal of generating the ability for reflective thinking among teacher trainees on 18<sup>th</sup> and 19<sup>th</sup> august 2005 organized by Govt.College of Teacher Education, Thiruvnanthapuram.
- State level workshop on teaching practice in the interface of practicum and problem based learning organized by Haneefa Kunju Memorial College of Education on 12<sup>th</sup> December, 2008
- State level seminar cum workshop on learning disability management organized by Department of Education, University of Kerala on 27<sup>th</sup> and 28<sup>th</sup> October 2009.
- State level review workshop on restructured BE.d curriculum (science education)organized by N.S.S.Training College, Pandalam on 6<sup>th</sup> November 2013.

- Orientation Programme. UGC-ASC, University of Kerala

**14.Dr..Padmapriya P.V.**

- Special winter school programme UGC Calicut University

**15. Smt.Lakshmi.A**

- National Workshop on Data Analysis in Social Science Research
- Intel Teach Essentials course.
- Refresher course on Advanced Research Methodology
- Digital Lesson Preparation
- Life Skill Training Programme
- National Workshop on Educational Research
- Short-term course on SPSS Hands –on Training.
- Learning Disability – Prep & Cogent.
- Workshop on IT enabled pedagogy and knowledge management, University of Kerala

**16. Smt. Lekshmi V.**

- Inter University Workshop on the Orbit of Unified B.Ed Degree Programme at School of Pedagogical Sciences, m.G. University, Kottayam on 8<sup>th</sup> December 2009
- Workshop on Issue Based Learning: Lesson Planning in Science at Govt. College of Teacher Education, Thiruvananthapuram on 15<sup>th</sup> December 2009
- Workshop on Biodiversity organized by world wide fund for nature- India at N.S.S. Training College, Pandalam on 21<sup>st</sup> January 2011
- National Level workshop on Research Methodology in Education at Titus II Teachers' College, Thiruvalla on 25-31<sup>st</sup> July 2011
- National Level workshop on Innovations in Teaching, Learning and Evaluation at N.S.S. College, Pandalam on 26<sup>th</sup> March 2012

**c). Training Provided to Staff**

## College Profile

Smt. Lakshmi.A

- \* Intel – Teach Essentials course Training given to B.Ed teachers

Dr.K.Bijukumar

- \* Given a lecture on Health & Fitness in the Teacher Training Institute, Manarkad, Kottayam, April 2012.

Smt.Sreelekha.K.L

- \* Workshop on Issue Based Curriculum for the Staff of the college

Smt.Sreevrinda Nair .N

- \* Training Provided to School Teachers in the SRG and DRG Training Programme for Malayalam Teachers, SCERT,TVM.

### 5. List the Journals in which the Faculty members have published papers in the last 5 years

Sl.No	Name of Faculty	Name of Journals	Title of Papers
1.	Smt.Sreelekha.K.L	Studies in Education, Department of Education, University of Kerala, No.26, January 2009	‘Dick and Careys’ Systems Approach Model of Designing Instruction.
		GCTE Journal of Research & Extention in Education, Govt. College of Teacher Education, TVM, Vol.15, Issue 1,	Interactive Technology and Social Studeies.

## College Profile

		January, 2010	
2.	Dr.Mini.P	<p>GCTE Journal of Research &amp; Extension in Education, Vol.5, Issue 1, January 2010.</p> <p>Gurujyothi Research &amp; Reflections, Vol.%, Issu 1, January 2011</p>	<p>Classroom Discourse : Language, Content and Process</p> <p>Teaching Reading as language Experience</p>
3.	Dr.Sreevrinda Nair.N	<p>Edutracks,vol.4,No.7 March 2005</p> <p>Educational Extracts.Vol.1January,2013</p> <p>International journal of Academic Research Reflector.Vol.2 No.2March-April 2013</p> <p>Journal of contemporary Educational Research and Innovations.Vol.3,No.3.May-June 2013</p> <p>International journal of Education and Humanities.Vol.2,No.1,Jan-Dec-2013</p> <p>Thoughts on Education-An International journal.VOL.2,No.1.Jan-Dec 2013</p> <p>Research and Pedagogic interventions-Vol.2,No.2 July 2013</p>	<p>Effective Teaching:What and How?</p> <p>Effectiveness of STAR model for vocabulary development among upper primary school students</p> <p>Role of ICT in leveraging self confidence and professional development of teacher community</p> <p>Identification and analysis of the values embedded in the Malayalam text book of Kerala at secondary level</p> <p>Identification and analysis of Word smart intelligence An Experimental study</p> <p>Positive Schooling-Need of the Digital Age.</p> <p>Effectiveness of peer tutoring strategy for enhancinf reading comprehension of secondary school students</p>

		<p>Knowledge Management and instructional Technology.ISBN .978-81-92 7948-0-8</p> <p>Quality implementation and improvisation in Teacher Education ISBN:</p> <p>Published articles in Vijnanakairali, Yojana, Grand halokam, Sahithya phoshini, Padippura (Malayala Manorama)</p>	<p>A way for capturing learning diversity.</p> <p>Comparative effectiveness of meta cognitive classroom practices for kinesthetic students.</p>	
4.	Dr.V.K.Ushadevi	<p>Experiments in Education Vol.XXXVI, No.5, May, 2008</p> <p>Indian Journal of Teacher Education – ‘ANWESHIKA’ Vol.5, No.1.June,2008</p> <p>Edutracks. Vol.VIII, No.9, May,2009.</p> <p>Experiments in Education, Vol.XXXVII, No.5, October,2009</p>	<p>Role Conflict and Success in Teaching among Secondary School Women Teachers of Kerala.</p> <p>Women Teacher’s Attitude towards Teaching Profession and Success in Teaching.</p> <p>Role Conflict, Attitude towards Teaching profession and Job Satisfaction as Predictors of Success in Teaching.</p> <p>Improving the Effectiveness of Microteaching Practice- An Action Research Approach.</p>	



		<p>Indian Journal of Environmental Education, Vol.IX, April, 2009</p> <p>Journal of Extension and Research, Vol.XIV &amp; XV, No.172, January, 2013</p> <p>New Frontiers in Education, Vol.45, No.4, October – December 2012</p> <p>Innovations and Researchers in Education, June 2013</p>	<p>Student- Teacher's Environmental Awareness and Attitude towards Local Environmental Issues.</p> <p>Effectiveness of Environmental Education Perceived by Secondary School Students of Kerala.</p> <p>Effectiveness of teacher-Assisted Learning package on Biodiversity Conservation in Developing Knowledge, Process Skill Confidence and Attitude towards Biodiversity conservation among students in Secondary Schools</p> <p>Sensitivity to Professional Ethics among Student Teacher in Teacher Education College of Kerala.</p>
5.	Dr.K.Bijukumar	<p>Scientific Journal in Sports and Exercise, Vol.5, July 2009, P - 17 to22</p> <p>Dynamic Facts of health Sciences National Conference Compendium, Dept.of Phy.Edn, St.Aloysius College, Edathwa, December.2011, P. 187 – 198, ISBN. 13-978-81-922647-9-0</p>	<p>Obesity and Structured Aerobic Exercise.</p> <p>Prescribing Exercise for Weight Management.</p>

		<p>Proceedings of the UGC – Sponsored National Conference – ‘Exercise, Physiology, Human Performance, and Well Being – Dept.of Phy.Edn, MSM College, Kayamkulam, December 2010, P.91-95, ISBN – 978 -81-921443-0-6.</p> <p>Proceedings of the UGC Sponsored National Seminar – Recent Trends in Physical Education, Yoga and Stress Management, Dept.of Phy.Edn, Catholicate College, Pathanamthitta, August 2010. P.117-121,ISBN -978 – 81 – 920273-0-2</p> <p>Human Kinetics, Vol.5</p> <p>Proceedings of the UGC Sponsored National Conference, Punjabi University, Patiala, Punjab, January 24<sup>th</sup> to 26<sup>th</sup> 2013.</p>	<p>Effect of Exercise and Yoga Programme on Psycho – Physiological Factors Associated with Stress.</p> <p>Posture Correction in School Children.</p> <p>“Association of Television Viewing and Physical Activity in School Children”</p> <p>The Effect of Progressive Muscle relaxation on Football player’s Mood States.</p>
6.	Dr.P.M.Malini	<p>Experiments in educationXXI(6) June 1993 Pg.146-155.</p>	<p>Mastery Learning Strategy and Achievement in Mathematics at Secondary School Level.</p>

		<p>Experiments In Education XXX.1.(8) August 2003 Pg.15-19</p> <p>GCTE Journal of Research and Extension in Education4(1),Jan 2009,Pg94-97.</p> <p>Studies in Education, Education Department, Kerala University 25(1),Jan2008.Pg.1-5</p> <p>GCTE Journal of Research and Extension in Education 6(1) Jan2011.Pg.145-148.</p> <p>Gurujyothi Research and Reflection5(1) Jan2011.Pg54- 58.</p> <p>Journal of Studies in Teacher Education 4(1).June2011.Pg42-46.</p> <p>UGC Sponsored National Seminar on Education and</p>	<p>Effect of Intelligence and Mastery Learning Strategy of Instruction on Achievement in Mathematics of Std IX Pupils.</p> <p>Working Collaboratively in a Mathematics Classroom.</p> <p>Mastery Learning Model of Teaching</p> <p>Effectiveness of Jigsaw Technique in the Learning of Mathematics for Secondary School Students.</p> <p>Effectiveness of Mastery Learning on Achievement in Mathematics of Secondary School Students.</p> <p>A Study on Relationship between Life Skill Education and Self concept of the Higher Secondary School Students.</p> <p>Awareness of Human Rights of Secondary School Teachers</p>
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		<p>Social Sensitivity. St.Thomas College of TeacherEducation, Pala.25&amp;26Nov.2010.Pg.231-234.</p> <p>International Seminar on Peace Education:An Orientation to Gen Next.Councilfor Teacher Education&amp;St. Thomas Training College, Pala.13-14August 2012 Pg.196-198.</p> <p>UGC Sponsored National Seminar of Learning To Be: Problems and Prospects Towards Developmental Education. SN Training College, Nedunganda.18-19 March 2011. Pg.40-41.</p>	<p>Character building through Bhagavat Gita.</p> <p>Level of Mental Poise Among Adolescent Students</p>	
7.	Dr.Ranjini Devi.S	<p>University News, Vol.48, No.26 June -July 2010</p> <p>Eductrack Vol.10, No.5, January 2011</p> <p>Sem. Proceedings of National seminar on Innovative practices in teacher education for fostering creativity among school children, SNTC, Varkala, June 6 to 7 2005.</p>	<p>Role of human rights education in developing egalitarian values in teachers.</p> <p>Healthy Self Esteem Child's armour against the challenger of the world.</p> <p>Creative class rooms: the foundation for a life time of creative expression.</p>	

## College Profile

		<p>Gurujyothi research and reflection, Vol.6, issue 2 June 2012.</p> <p>GCTE, Journal of research and events in education, Vol.7(1) January 2012</p> <p>Research and Pedagogic interventions, Vol (1),Issue 2<sup>nd</sup> July 2012.</p>	<p>A Study on the self concept of Secondary School Teachers.</p> <p>Education for Sustainable development Present the human perspective</p> <p>Empathy – Appreciating Personal and cultural differences across mankind.</p>
8.	Smt. Lekshmi V	<p>Journal of Indian Education, NCERT, Feb 2011</p> <p>Educational papers, Feb. 2011</p> <p>The Indian Journal of Research-Anvishiki July – August 2013</p> <p>Research and pedagogic interventions January 2013</p> <p>The Indian Journal of Research-Anvishiki Sep – Oct 2013</p>	<p>Teaching through Stress Management and Stress Proofing</p> <p>Effectiveness of Self directed learning Strategy on Achievement in Physics among Higher secondary school students</p> <p>Effectiveness of class-wide peer tutoring on Achievement in numerical problem solving in Physics among Higher secondary school students</p> <p>Strategies for inclusive classrooms</p> <p>Making of Technologically advanced teachers through Blended Learning Practices</p>
9.	Dr. Padmapriya.P.V	<p>Miracle of Teaching , May – June-July-August 2012, vol.XII, No.02</p>	<p>Effectiveness of Improvisation Based Strategy on Achievement in Biology at Secondary Level</p>

		<p>Gurujyothi research and reflection, Vol.6 – Issue. 1, January 2012</p> <p>Edufocus June 2010, Vol No. 1</p> <p>Josephine Journal</p>	<p>A comparative study of Multiple Intelligence of male &amp; Female students at Secondary Level.</p> <p>Metacognition : A Reflective base of Self regulatory learning.</p> <p>Role of Mental Models in conceptual development.</p>
10.	Dr.K.Remadevi	<p><u>Books</u></p> <p>STRATEGIES FOR TEACHERS , Avanthi Publications,Kottayam,2006.</p> <p><u>Papers</u></p> <p>1, The Kerala Journal of Education-Research and Extension, Vol.1, 1999.</p> <p>2. Edutracks, Vol.4, No.3, Nov. 2004. ISSN: 0972-9844.</p> <p>3. Edutracks, Vol.9 No.2, Oct. 2009.</p> <p>4. Inter National Educator, Vol.22, No.1, June 2010.</p> <p>5. Compendium of Abstracts and Proceedings, National Seminar on Stress free Education-A Paradigm for Teacher Conscientisation, July</p>	<p>1.Strategies of Teaching-Explanation of Inquiry Training Model</p> <p>2.Strategies of Teaching-Explanation of Advance Organizer Model</p> <p>3.Brain-based Learning- An Active Processing of Information</p> <p>4.Relation between Metacognitive Awareness and Achievement in Physics at Higher Secondary Level,</p>

## College Profile

		<p>2010.</p> <p>6., Seminar proceedings, National Seminar on Spiritual Intelligence- A Paradigm for holistic development among learners, July 2011.</p> <p>7Anvikshiki- The Indian Journal of Research, Vol. 6, No. 4, July 2012.</p> <p>8, Edutracks, Vol.12, No. 3, Nov. 2012.</p> <p>9., International Educator</p> <p>10.Experiments in Education.</p>	<p>5.Music for Learning and Stress Management,</p> <p>6.Spiritual Intelligence and Leadership</p> <p>7.Effect of Reciprocal Teaching on Reading Comprehension in English of students of upper-primary level,</p> <p>8. Behaviour Prevention in Classrooms</p> <p>.Concept mapping- a new Evaluation technique</p> <p>10. Concept mapping in Science class- a case study of 8<sup>th</sup> standard students,</p>	
<p>6. Give details of the awards, honours and Patents received by the faculty-members in the last 5years ?</p> <p>Smt. Sreelekha.K.L received Special invitation to the “Rashtrapathi Bhavan” and was able to spend some time with the President of India, Smt.Prathibha Patil.</p>				

7. Give details of the Minor/ Major research Projects completed by staff members of the Institution in the last 5 years ?

1. Dr.Mini.P :- Completed a Major Research Project – Indian Paradigms in Education – Content Analysis of the General English Text Book at the Degree Level (Co-Investigator)- 3 years duration – UGC-funded.
2. Dr.K.Bijukumar:-
  - a. Obesity and Structured Aerobic Programme – UGC funded Rs.42000/- 2 years
  - b. Postural Assessment of boys between School and College –UGC funded Rs.30000/- 2 years.
3. Dr.Malini.P.M :- UGC funded Rs.80000/- 18 months – undergoing-Effectiveness of Reflective thinking strategies on Achievement in Mathematics at the Coastal area of Kerala.
4. Dr.V.K.Ushadevi:- UGC funded (Rs 100000) undergoing –Title- “Gender Role Conditioning in Pre-school Children of Kerala.”
5. Dr.K.Rema Devi:-UGC funded Rs.80000/-18 months- undergoing-Title- Application of Brain Based Learning in teaching Chemistry at the Secondary Level.

### **Consultancy**

**1. Did the Institution Provide consultancy Service in last five years ? If Yes, give details?**

Yes,

**Dr.P.G.Ajmol:-** Subject expert in the interview for selection to the post of HAS National Science KPSC (Kottayam, Pathanamthitta & Alappuzha districts)  
MG University Question Paper Setter.  
Member M.Ed Curriculum Committy member

**Ms.Sreelekha.K.L:-** Invited as a resource person to the Seven days workshop “Vignanotsav”- NSS HSS,Thattayil to deliver a lecture on “Gandhiji’s contributions”

Resource Person in connection with Two-days national Seminar on “Effective Instruction – issues & Challenges” at GCTE, TVM.

**Dr.K.Bijukumar**



## ***College Profile***

Chairman CBCSS Open Course in Physical Education, Kannur University. Chairman, Health & Fitness Course, Calicut University. Board Member, KPSC Sub Inspector Selection Question Paper Setter, Kerala, Calicut & Kannur Universities  
Research Guide, Kerala University

### **Dr.Sreevrinda Nair.N**

1. Question paper setter of B.Ed –Mahatma Gandhi University
2. Invited as a resource person at St.Thomas College,Ranni in connection with Women Study Inauguration
3. Invited as aChief guest at Christ Nagar Central School,Thiruvalla in connection with Onam Celebrations,2013
4. Invited at S.S.V Grandasala,Ayroor to deliver a talk on The relevance of Vivekananda's Philosophy in recent days.
5. MemberB. Ed ,Curriculum Revision committee

### **Dr. K. Rema Devi**

- Qualified M.Sc. Applied Psychology with counseling as special subject and is competent to act as a family counselor.
- Member of judging committee for science seminars.
- Joint Co-ordinating chairman of the practical board(B.Ed), Mahatma Gandhi University
- Member, board of studies(U.G)in Education(2004-07), Mahatma Gandhi University
- Member, Affiliation Committee(B.ED.) Mahatma Gandhi University
- Member, POC Committee,DIET,Alappuzha(Dist)
- Subject Expert in the Interview for the selection of HSA(Physical science) Public Service Commission, Kerala State.
- Resource person in various seminars under different universities of Kerala State.
- Research guide, Faculty of Education, University of Kerala.

### **Dr.Malini,P,M**

## ***College Profile***

1. Subject Expert in the Interview for the selection of HSA(Mathematics) Public Service Commission, Kerala State.
2. Examiner, Forest Officer, Kerala Forest Department conducted by Public Service Commission, Kerala State.
3. Statistical Consultant of M.Ed and PhD Students in Kerala University
4. Engaged classes for NET coaching conducted by Kerala University
5. Question paper setter of B.Ed & M.Ed, Calicut and M.G. University.
6. Research Guide, Kerala University.
7. Member of judging committee for Mathematics exhibition.
8. Chairman of the practical & theory board(B.Ed& M.Ed.), Kerala University
9. Expert, UGC major research project
10. Member curriculum revision committee

### **Dr. V.K.Usha Devi**

- Panel of Judges paper presentation- International conference CTE 2012
- Chairman M.Ed. degree examination
- Member viva board
- Member curriculum revision committee M.Ed. and B.Ed.
- Research guide faculty of Education, University of Kerala
- Member UG board
- Chairman B.Ed. practical and theory , University of Calicut
- Member CTE Kerala
- Member All India Association for Educational Research
- Subject expert- Selection of teachers in Natural Science, University of Calicut
- Peer review panelist – Journal of Research and Pedagogic, International Govt. Brennan College, Thalasserry.

### **Kumari S.Girija**

1. Question Paper setter KPSC

## ***College Profile***

2. Question Paper setter MG University B.Ed.& M.Ed.
3. Member board of studies UG
4. Judge of District level Science exhibition
5. Co ordinating chairman B.Ed theory& practical Kerala University
6. Subject expert of IGNOU B.Ed. programme

### **Lakshmi A.**

1. Team member of Major Project at Peet Memorial Training College, Mavelikkara
2. Expert Curriculum Revision Committee – B.Ed. Kerala University
3. Member Curriculum Revision Committee – M.Ed. Kerala University
4. Question paper setter MG University
5. Subject expert of Interview board, Athmananda vidyalaya, Malakkara.

**2. Are Faculty /Staff Members of the Institute competent to undertake consultancy ? If Yes, list the areas of competency of Staff members and the steps initiated by the institution to publicize the available expertise.**

Yes,

Steps initiated by the Institution on request / demand from Governmental organizations or Private Agencies or other organizations/ Institutions for expertise in different subject areas, teachers are permitted to give consultancy services as and when required.

**3. How much revenue has been generated through consultancy in the last 5years ? How is the revenue generated shared among the concerned staff member and the Institution?**

Most of the consultancy services are free and part of the revenue generated through consultancy is utilized for the developmental activities of the institution.

**4. How does the institution use the revenue generated through consultancy?**

The revenue generated during the last 3 years was utilized for the setting of a library at a poor home, Sabary Balasram, Aranmula, where students belonging to different classes are studying and for the beautification of college campus.

### **Extension Activities**

#### **1. How has the local community benefited from the Institution?**

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

The college has carried out various kinds of extension activities and outreach programmes partnering with NGO's and GO's. Teachers and students participate in extension activities like Visit to "Saranalayam"(old age home),"Santhi Sadanam"(old age home), "Sabari Balasramam". Visit to adopted school etc. and distribute food, learning materials, etc. and entertained the inmates of these institutions. "Walk to Health" Programme was organized on the "Diabetic Day" on November 14, 2010 in association with village panchayat/ Block representatives, Political /Cultural leaders, leaders from education and health and students from the college took active interest in joining with the team to convey the message.

Aids awareness campaign, rally, and street show was organized by teachers, Non-teaching staff and students of the college. For the past several years, the college has been volunteering service oriented activities by serving pure and safe drinking water to a large number of pilgrims during the "Ayyappa Pilgrimage" and "Thiruvabharana Ghoshayathra" the unique cultural speciality of Pandalam.

Legal awareness classes are being organized by the college from time to time for the benefit of students from other institutions also. Similarly, Nature Awareness Workshops in collaboration with WWF India are being conducted every year for degree students and from teachers neighboring colleges and schools. Value orientation classes for High School Students gardening, cleaning school premises, painting school building/ class rooms, arranging library/ laboratories in schools, remedial classes by optional teachers in practice teaching schools, water analysis of Achankovil River, butterfly garden in schools, awareness magazines, counseling class for high school students, Organizing exhibitions, opening library in orphanage, workshop on health & wellness in the college, free tuition classes for backward students, Poster Preparation on World

Environment Day, “Eco-Friendly” food fest by “Sabari Nature Club” of the college, Delevering lectures on topics of current relevance on AIR, Nature Camp at the adopted School, Kurampala, Pandalam are some of important activities of the institution to benefit the local community.

**2. How has the institution benefited from the community? (community participation in institutional development, institution-community net-working, institution-school net-working etc.)**

The college has been benefitting from the fifteen teaching practice schools for the past several years –rendering their services free of cost, students passing out from the college are recruited by various teaching practice schools, unaided schools, alternative schools like “Aatmananda” school, various training colleges, coaching centers and the like. The PTA of the college always actively encourage the academic programmes by instituting merit scholarships and awards to the deserving students every year. The PTA is also providing furniture ,racks ,bookshelves ,water cooler ,computers ,emergency maintenance fund etc as and when required.

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

**4. Is there any project completed by the institution relating to the community development in the last 5 years? If yes, give details.**

- Setting library in a rural village orphanage(ongoing).
- Infrastructure development and supply of teaching learning materials to a rural Government Lower primary school (ongoing)
- An awareness programme on National Integration by Social Science Association incorporating vital areas such as National Anthem, National Flag and National Emblem(ongoing).

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

The college has a code of conduct which is voluntarily observed by the college community. There is a democratically elected college union responsible for carrying and all the activities of the students. This students union organizes various activities in the college like awareness campaigns, blood donation forum, associations and subject clubs, stage shows, observing days of national/ international importance, environment related programmes, women empowerment programmes, legal / health / cyber awareness programmes , campus cleaning ,local /national festivals ,arranging interactions with cultural / political leaders ,various extensions activities ,etc. Students are

adequately motivated and guided to carry out these programmes under the supervision of teaching faculties .

The class begin daily with college prayer and “ Aacharyanusmaranam “ to pay tribute to the great founder of Nair Service Society BharathaKesari Mahasay Mannath Padmanabhan . The thought for the programme enable students and teachers imbibe social values and citizenship training so that these can be emulated by the younger minds in future .Students take up the initiative to make arrangements for every programme being organized in this regard .Thus ,Students go and with better values and organizational skills. The free and democratic atmosphere prevailing in the college facilitates healthy interpersonal relationship among members of the college community

### **3,5. Collaborations**

3.5.1. Name the national level organizations ,if any ,with which the institutions has established linkages in the last 5 years. Detail the benefits resulted out of such linkages.

1) CTE- council for Teacher Education

11) WWF – India- World Wide Fund for Nature-India .

111) NCERT /SCERT –National Council Educational Research and Training .

IV). SRK Mission –Sree Rama Krishna Mission

V).UGC- University Grants Commission

VI. NCTE- National Council for Teacher Education.

These organizations help the college in organizing national level seminars workshops on environmental protection ,curriculum ,value education ,youth empowerment ,women’s progress development, financial assistance for research activities and for conducting seminars /workshops etc.

**2. Name the international organizations with which the institution has established linkages in the last 5 years?**

**Detail the benefits resulted out of such linkages.**

We have linkage with WWF India which periodically conducts workshops, nature camps, awareness class, visit to reserve forests.

**3. How did the linkages if any contribute to the following?**

**\* Curriculum Development**

Faculty members of the college collaborate with the University and SCERT in examination reforms, curriculum revision /development.

**\* Teaching**

These linkages help the faculty members adopt and innovate better teaching strategies in classrooms.

**\* Training**

Workshops ,orientations /refresher /short-term training programmes attended by the faculty members help in faculty development

**\* Practice Teaching**

These linkages help to mould value oriented and service oriented teachers through practice teaching.

**\* Research**

Financial assistance to carry out research through Faculty development programmes (FDP) for faculty members pursue research at Doctoral and post- doctoral levels. Research projects – major and minor undertaken by the faculty contribute to unique research culture among the faculty .University Research Guideships availed by the faculty also contribute to research and development.

**\* Consultancy**

Invited lectures ,seminars discourses ,research consultancies ,evaluation consultancies ,resource sharing etc by the faculty members of the college help in the academic growth of the faculty and academic motivation. The teachers who are engaged in counseling works and extension works use their remunerations to the developmental activities of the college.

**\* Extension**

Field of expertise utilized in extension programmes conducted in schools and colleges and social organizations, women study units, Nature clubs networking programmes, guidance and counseling in schools.

**\* Publication**

Seminar / workshop organized with the assistance/ sponsorship of the National agencies contribute to publication output in the form of compendium/ proceedings/page.

**\* Student Placement**

More than 25 students are posted in near by schools in various teaching posts.

**4. What are the linkages of the Institution with the school sector ?( Institute- School – Committee Networking)**

The Institution has linkages with fifteen numbers of schools which are the practice – teaching centers for the B.Ed trainees of the college. Student – teachers organize awareness programmes, Quiz competitions, Value education classes, campus beatification and maintenance of furniture/ building in these schools

The institution has been engaged in organizing various programmes in the adopted School in Kurampala, Pandalam in addition to supply of materials, food, financial assistance etc. to the inmates of the school.

Teachers from neighboring schools used to come to our institution to engage demonstration classes. Our students go to other schools as Judges for various activities like Arts & Sports festivals, Cultural competition, and Quiz competition. Teaching aids are supplied to neighboring schools. Infrastructural facilities are shared with the practice teaching schools.

**5. Are the faculty actively engaged schools and other personal to design, evaluate and deliver practice teaching? If yes, give details?**



Every year, college faculty consult the practice – teaching schools in designing the academic year. The number of students to be allotted to each school, the duration of the teaching practice, schedule, class allotment, etc., are intimated to the school. Faculty of the college maintain continuous contact with subject teachers of the schools and monitor the progress of teaching.

The mode of evaluation is discussed with the school teachers and they too evaluate the teacher trainees. There is an effective feed - back mechanism between the college and practice – teaching schools.

### **6. How does the faculty collaborate with school and other college/ University faculty?**

School teachers and students from other colleges are invited to participate in workshops awareness programmes as part of the UGC – funded extension programmes of the college. College faculty serves as resource persons/ judges in various academic and co-curricular programmes of other colleges and schools. The Post-Graduate students of the college conducted classed on environmental education for the Degree students of NSS College, Pandalam.

The Dean, Faculty of Education visit the college every year to constitute the Research Council in finalizing the research problems of the Post-Graduate Students. Eminent Professors from various Universities are frequently invited as resource persons to deliver lectures in seminars and to organize workshops and paper presentation competitions. P.G students present papers in research seminars organized in other colleges of various Universities and students from other colleges are invited to participate in research seminars conducted in the college.

In addition, the faculty actively participated in sharing ideas and expertise in the Curriculum revision of the U.G and P.G Courses in Kerala and Mahatma Gandhi Universities,

Faculty of the college also collaborate with other college's faculty in carrying out minor/ major research projects.

### **3.6 Best Practices in Research, Consultancy and Extension.**

#### **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?**

- i). Research Methodology Courses – short term-are attended by faculty members in and outside the state.
- ii). Workshops on Research Designing conducted in the college.
- iii) Invited lectures on applied statistics and research for the faculty and students.
- iv) Supplying resources and helping students for the preparation of SET,UGC-NET/JRF Examinations.
- v). Provision for referring various methodology based dissertations.
- vi) Provision for students to consult experts in the field of research/ statistics.
- vii) Applied for a research centre in Education under University of Kerala
- viii) Proposed to publish a peer reviewed journal in Education
- ix) Publication of articles in dailies and magazines

#### **Quality of Consultancy**

Subject experts for examinations conducted by universities and state governments

Subject experts in interviews and counseling works.

#### **Quality of Extension**

Extension activity mainly in the form of supply of teaching materials for the nearby schools , extension lectures by teachers in various seminars, sabari nature club and service activities

#### **2. What are the significant innovations/ good practices in Research?**

- i). Training/ guidance given to students to prepare and present papers in UGC – Sponsored Seminars/ Conferences.
- ii). Encouraging students to select research topics based on current educational problems.
- iii) Provision given to students to visit University library and Education Departments of Universities and colleges.
- iv). Technology Integrated topic presentation before the research council chaired by dean
- v). Insisting on development of at least one research tool by students.
- vi) Encouraging students to attend classes by experts in the field of research.
- vii) Preparation of Research Abstracts.

**Additional Information to be provided by the Institution opting for Re-accreditation/ Re-assessment.**

**1. What are the main evaluative observations/ suggestions made in the first assessment report with reference to**

**Research, Consultancy and Extension and how have they been acted upon ?**

Suggestions for setting up of a P.G Department of Education.

This has been accomplished by starting P.G Department in the year 2008-2009 with a sanctioned strength of 25 students and five faculty members. Five batches have successfully completed the course and the sixth batch is ongoing.

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

i). An IQAC cell was established to monitor the quality sustenance in each and every programme of the college. Periodical evaluation of the programmes by the IQAC is being done frequently.

ii). Result analysis discussed at the end of Semesters and rectification/ enhancement measured choked out in staff council for implementation.

iii) Feed – back from Alumni Association is given importance for improving practices.

iv) Students feed – back about institution and faculty

v) Feed back from teaching practice schools.

vi) Suggestions of PTA are in- corporate in improving the current practices.

Vii) Grievance – redressal cell discuss the issue and find solutions.

viii) College Development Council

ix) Instituting Scholarships and endowments for meritorious achievement of students/ Rank holders.

## **CRITERION IV: INFRASTRUCTURE AND LEARNING RESOURCES**

### **4.1Physical Facilities**

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

Yes, Our college campus have an area of 12140.57 sq.mts.and has a built up area 2277.03 sq.mts.We have two blocks of buildings of which one is exclusively for M.Ed. course.The physical facilities comprise 12 class rooms, library,auditorium,seminar hall, laboratories, principal's room office room, 2staff rooms, 5 staff room cum classrooms, guest room, fitness centre, yoga and meditation room, gents and ladies waiting room,physical education room, recreation room, counseling room& career counseling corner

**Infrastructure for Curricular and Co-curricular activities**

Separate well equipped class rooms for M.Ed and each optional subjects for B.Ed,a general class room,a seminar hall are properly used with maintenance at regular intervals. In addition to this, we have other academic facilities such as a language lab for English, well equipped laboratories for Physical Science, Natural science, Mathematics,Psychology and a museum for Social Science, a computer lab with internet facility, Seminar hall with all modern facilities such as LCD,public address system, interactive board etc., fully automated library with internet facility, a rich stock of books and journals, a reading room, rooms for placement and career guidance cell with all communication facilities and a generator to back up the entire institution. A fitness centre which houses all modern fitness equipments, a shuttle badminton court which caters health and fitness needs and a yoga and meditation room for the mental health of the students and staff of this college.

The master plan of the college is given in Appendix I.

**2.How does the institution plan to meet the need for augmenting the infrastructure to keep pace with the academic growth?**

The infrastructure facilities of the college have been improved tremendously during the last five years. The computer lab has been upgraded by adding a number of computers and other internet accessories. Computerisation of the Office, Library automation, setting up of smart class rooms,installation of generator,upgrading of library stocks and reprographic facilities have

augmented the academic activities of the college. Seminar hall is equipped with modern audio-visual facilities. An amount of Rs 20 lakhs had been spent for this.

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

- Auditorium for cultural events and club activities
- Seminar hall for conducting seminars,symposium,poster exhibitions workshops and presentations.
- Sports infrastructure facilities like fitness centre with modern fitness equipments,Shuttle badminton court,sports equipments etc.
- A standard multipurpose stadium is shared by the college and the neighbouring college in the same campus run by the same management.

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

A standard multipurpose stadium is shared for sports activities and intramural competitions by this college and the neighbouring college in the same campus. Canteen situated in the campus area of neighbouring Arts & Science College is used by the students and staff of this college.

Super speciality medical mission hospital run by N.S.S Management which is situated nearby helps to serve the medical services to the staff and students.Women's hostel run by N.S.S Management serve as a safety place for the accommodation of the staff and students of the college.

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

Separate rest room for girls and boys, separate toilet facilities for boys and girls adequate wash rooms and toilets for staff rooms and office,adequate supply of water, drinking water facilities (water filter and cooler) are provided. Mental and physical fitness centres inside the college premises, canteen run by N.S.S College,nearby and a super speciality hospital.

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

Our management is running a working women's' hostel outside the campus where our college students are also accommodated on nominal charges as per the recommendations from the Principal.

## **4.2. Maintenance of Infrastructure**

**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
- Transport/Vehicle

### **Income from UGC**

Item	2007-08	08-09	09-10	10-11	11-12	12-13
Building		4.5laks (2laks from UGC	-	-	-	-
Lab	-	-	-	-	-	-
Furniture	-	12,104	19,423	19,985	-	-
Equipme nt	-	-	-	-	5,19,360	59,000
Compute r	18,850	19,200	15,360	4,38,632	1,93,423	-
Transport / Vehicle	-	-	50,000	-	-	-

The college requested the UGC to carry over the unspent balance of 11<sup>th</sup> plan towards 12<sup>th</sup> plan

**Income from PTA**

Item	2007-08	08-09	09-10	10-11	11-12	12-13
Income	2,55,739	7,70,572	9,98,440	7,36,032	7,71,757	9,64,950
Building	-	-	-	-	30000	-
Lab	-	-	-	--	-	-
Furniture	-	14,339	14,000	13,295	-	17,000
Equipment	-	18,393	-	-	-	-
Computer	-	15,000	4,030	21,183	15,000	13,990
Transport / Vehicle						

PTA is used to meet the establishment charges, union activities, purchase of furniture, books, maintenance work of the college and the unspent amount if any is carried over to the next year

**Income from PD Account**

Item	2007-08	08-09	09-10	10-11	11-12	12-13
Building	-	-	-	-	-	-
Lab	-	-	-	3,340	3,400,	2,810
Furniture	-	-	-	-	-	-
Equipment	-	8,000	-	1,700	10,019	-
Computer	-	-	-	-	-	1,480



Transport/ Vehicle	-	-	-	-	-	-
The amount collected in every year is utilized according the Government norms and the unspent amount if any is retained in the treasury account.						

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

In order to ensure optimum utilization of infrastructure facilities, Committees like Development and Maintenance, Library, purchase, Extension Work, career counseling, women studies and Computer Club have been formed. Seminars, conferences, workshops, remedial classes, computer courses, different association and club activities etc. are conducted frequently. The house tournaments, athletic meet, aerobic sessions, workshops and health checkups are organized by the Physical Education department. The college union organizes cultural fest and seminars. Besides these, various infrastructure facilities of our college are shared to the nearby institutions on request.

**3. How does the institution consider the environmental issues associated with the infrastructure?**

The college is situated in a very big campus along with Arts & Science college, schools etc. and which does not raise any environmental issues because enough space is surrounded by the buildings and do not use any equipments or machines which make environment hazards. The college is declared as a plastic free campus and the biodegradable wastes are destroyed time to time in the campus without making any harm to the society.

**4.3 Library as a Learning Resource**

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

Yes, the College has a qualified librarian and two technical staff. The library is functioning under the library advisory committee who monitor the library administration, purchase of books and journals and infrastructure in the library.

**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.).**

Total no. of Books	8012
National Journals	38
International journals	4
Magazines	10
Audiovisual teaching learning resources	Audio and video CDs Computer systems Printer
Software	Grandhalaya- automation software installed
Internet access	Yes
Any other(specify)	Reprographic facilities

**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, Library committee meet on every month and review the functioning of the library and assess the use of it and see whether any difficulties are found among the students and staff of the College .

The committee comprises of Principal, Librarian and teaching staff from B.Ed and M.Ed departments.

**4. Is your library computerized? If yes, give details.**

Yes, The library services are computerized with software named 'Grandhalaya' for classification and cataloging of books. Internet facilities are also provided.

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

The College library is provided with computer internet and reprographic facilities. The college library has a common computer portal from which students can understand the available books in the library and issue or refer from the library.

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

We are trying to make necessary arrangement for undertaking the same

**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.)**

In an academic year the college library is open on every working days as per the college and university calendar. The timing for the library on all working days is 9am to 5pm.

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

The college library has a common computer portal from which students can view the new arrivals. The library also has a bulletin board from which the new arrivals can be viewed with fixed intervals.

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

Yes. There is book bank facility for each department and on every year students donate books to the library. These books are issued to the optional students. A stock register is maintained and a student is assigned in charge of the library.

**10. What are the special facilities offered by the library to the visually and physically challenged persons?**

Because of the nature of the course the number of visually challenged student's enrollment is very rare. For physically challenged learners special facilities like seating arrangements, extra time for returning the library books, librarian and teacher's support for the selection of books.

**4.4. ICT as Learning Resource**

**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 institutions ensures the optimum use of the facility.**

Yes, the college has 34 computers with a computer-students ratio of 1:4. College computer lab is equipped with 20 computers and internet facility. The college office is also computerized and has direct access with Principal's office. We use original windows operating systems in most of the computers. Our seminar hall in the main block and the technology lab in M.Ed block is equipped with LCD, Interactive board and public address system. Class rooms also have LCD projectors. Webcam and Camera is procured for the purpose of micro teaching and other activities in the College .A 30 KV generator is installed for accommodating the whole college to abstain from power failure.

**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. As a part of Educational Technology M.Ed. and B.Ed. student has to learn the basic aspects of computer with practical experience. In addition to this a skill development short term course is conducted after the regular working time.

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

All the faculty members make use of powepoint presentation and modern teaching gadgets such as interactive board, LCD, OHP, handy cam etc in the teaching learning process. Students are trained to use all these facilities during their practice teaching sessions.

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

Student teachers utilize technology in all the different phases of practice teaching.

### **4.5 Other Facilities**

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

The institutional infrastructure is optimally used both by neighbouring institutions and community. Different types of health awareness programmes are conducted in collaboration

with gramapanchayat, government institution such as homeo hospital, district hospital, NSS medical mission hospital etc. Resources such as learning aids, laboratory equipments and other technological gadgets are shared by the neighbouring institutions.

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

Student teachers are trained to use technology in all the different phases of teaching and they incorporate ICT in their criticism, seminar and practice teaching sessions. Special training programmes are arranged by inviting resource persons from outside.

**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?**

There are method labs for all optional subject , technology lab, computer lab and work experience lab. Every year in the budget allocation particular percentage is set apart for purchase and maintenance of equipments and materials for the lab.

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

Multipurpose is equipped with public address system, interactive board, LCD, computer, internet connection and green board. Workshop is equipped with tools and machines for conducting various SUPW activities. We have a shuttle badminton court, physical fitness centre with modern fitness equipments, physical education room having different major and minor games equipments. For outdoor games we share the ground facilities of our sister concern.

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

At present we have three classrooms with modern ICT facility and we are planning to modernize all other classrooms within a short span of time. The proposal is given to UGC regarding this.

### **4.6 Best Practices in Infrastructure and Learning Resources**

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

Each and every faculty member utilizes almost all the modern technological gadgets in the teaching process according to its suitability. Student teachers are given motivation and training for the same during their criticism classes and practice teaching sessions.

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

Smart classrooms with interactive whiteboard, multi media packages, web based learning strategies etc. contribute a lot to quality enhancement.

**3. What innovations/best practices in 'Infrastructure and Learning Resources' are in vogue or adopted/adapted by the institution?**

Upgrading of the computer lab ,psychology lab,library with more number of reference books and a Gandhian studies corner, Method labs, physical fitness center,and a yoga and meditation hall are established.

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

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

The NAAC peer team appreciated the well equipped infrastructure facility and learning resources of the college, it ensures optimum utilization of infrastructure facilities for its staff and students

The following suggestions were made by the NAAC peer team:

1. A language lab must be established to strengthen communicative skills in teacher trainees
2. The psychology lab must be enriched and updated with appropriate test and equipments
3. Technical subjects such as psychological testing and experimentation and educational technology must be taught by qualified and competent staff.
4. The library needs to be strengthened by latest books, journals and other reference materials.
5. Multimedia materials may be procured, developed and used by teachers and students.
6. Facility for canteen and hostel must be improved.

As per the suggestions made by the NAAC peer team language lab was established and psychology lab updated with adequate test materials and equipments. To enhance and upgrade the knowledge and skills, faculty members attended relevant training programmes. Steps were taken to upgrade the library with additional text books, reference materials, journals etc. The institution procured sufficient multimedia materials to improve the teaching learning process. Teachers and students were encouraged to develop and utilize technology mediated materials in the process. Within the educational complex a canteen is operated by women's wing of the social welfare scheme of the management. Students are given accommodation in the working women's hostel run by the management

### **2. What are the other quality sustenance and enhancement measures undertaken by the institution since the previous Assessment and Accreditation with regard to Infrastructure and Learning Resources?**

In addition to the actions taken as per the suggestion we will soon start a new ladies' hostel within the campus with canteen facilities. Fitness centre, yoga and meditation room, a new computer lab and psychology lab are established. Separate staff room cum library facilities are provided for post graduate teachers.

## **CRITERION V : STUDENT SUPPORT AND PROGRESSION**

### **5.1. Student Progression**

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

Each day commences with prayer, Acharyanusmaranam and thought for the day. In the 'Thought for the day programme', a topic of educational and social relevance is presented by a student and followed by a discussion by selected students. This programme itself is a good start for the day. This ensures communication skills, interactive skill and the like.

In order to discuss the academic and personal anxieties of the students related to academic and non-academic matters, frequent meetings are organized(usually biweekly by every teachers. A tutorial group consisting of 10-12 students under a mentor teacher in the case of B.Ed. students and 5 students in M.Ed. In the meeting the students are free to express their feelings, anxieties and concerns with their mentor teacher. As far as possible, the problems are discussed then and there. If the problems are beyond the capabilities of the mentor, if necessary, the service of counselors are sought. The knowledge that the teachers are concerned about their students itself is a motivating factor.

A very good student teacher relationship exists in this institution. Each and every student is given freedom to approach any teacher at any time for personal or educational needs. The students are given ample opportunities for performance and improvement because this is a skill orientation programme.

Teaching practice is conducted in two phases. In the first phase, the students are sent to different schools for a period of 10 days. During this periods, concerned optional teaches, general subject teachers, mentor teachers observe their classes and given necessary corrections for the improvement of their teaching skills. After the first phase, reflection sessions are arranged in optional classes to discuss the experiences of the student teachers.

As an orientation to teaching skill development, demonstration classes are organized in the college. Expert teachers, teachers from different schools and training colleges and M.Ed students are invited to demonstrate subject classes. The student teachers observe the class. After the class, the students are provided opportunities to interact with the experts and clarify their doubts. Followed by demonstration classes, number of criticism classes by the student teachers are conducted in the subject classes.

The subject teacher and the student teachers in the subject class observe the classes followed by a constructive and creative criticism of the class. This was done on the basis of specific criteria developed by the teacher educators. The sequence of classes thus arranged followed by criticisms provide opportunities for the development of teaching skills of each and every student.



In the second session, each student teacher has to take thirty lessons in the co-operating schools. At this session also subject teachers observe their classes and offer valuable suggestions for improvement. Simultaneously mentor teachers in the schools observe all the classes and provide necessary corrections at appropriate time. All the above mentioned sources of feedback namely from subject teachers, mentor teachers, criticism by peers etc helps the student teachers for improving their performance in teaching.

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

The college environment promotes constant motivation to students by involving them in various type of activities through different clubs such as eco club, Nature club, women's study centre, different subject associations, literary club, extension club etc. Moreover gardening, celebration of important days, participation in social awareness programme etc adds to the personality development of the students. Cultural exchange programmes conducted annually is a stage for exhibiting the cultural talents of the student teachers outside the college.

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

As far as the teacher education course is concerned, the proportion of male members is comparatively very low. There is no drop out in this course. Students who got opportunities for higher education (M.Sc. or M.Phil or for entry into the carrier), discontinue the course.

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

A career corner is functioning in the college through this cell, the opportunities and vacancy position are disseminated to students. The teacher in charge provides awareness about the details of the particular job, career talks are carried out periodically. Every year students of our Institution qualify NET, SET, TET, CTET etc. Orientation and coaching for students in this regards are provided on Saturdays.

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

Almost all the students choose teaching as a carrier either as guest faculty or in private or government institutions.

**6. Does the institution provide training and access to library and their 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.**

Free reference to the library is provided to all students, including alumni. All the dissertations are made available for reference to all the post graduate/research students in education of different universities.

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

The institution do not provide placement services because permanent posts in different government schools and aided schools are filled by Kerala Public Service Commission and by the management authorities. But on request by the management unaided schools, self financing B.Ed. colleges, through out the State we are providing candidates according to their needs.

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

Placement cell faces the following difficulties.

- Appointment in government and aided schools are done by PSC and Management authorities.
- The vacancy positions are not intimated to us.
- Very low salary being paid by private institutions for a heavy work load.

**9. Does the institutions have arrangements with practice teaching schools for placement of the student teachers?**

The practice teaching schools are either government or aided. So the appointments are done by PSC or management.

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

A separate place is allotted for the placement cell. A teacher is assigned the charge of the same. Computer, internet facility and printer facilities are provided in the placement cell.

## **5.2. Student Support**

### **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?**

In the beginning of the year itself an year plans/academic calendar is prepared giving due importance to both curricular, co-curricular and extracurricular activities. Academic calendar schedules the dates of election, union inauguration, practical examination, cultural day, sports day, national days of celebration, days of comemoration and activities for the various clubs are planned in common meeting headed by the principal, faculty and supporting staff and is intimated through a common notice. Faculty members are assigned charges of different clubs and activities and they are expected to conduct the programmes as per the pre planned schedule. Students are informed about the various programmes by the teachers in charge of the activity through formal and informal meetings. Schedule will be displayed in the notice board.

As far as the evaluation of curriculum is concerned, regular formative and mid semester examination are conducted, the marks are communicated to the parents in time. Compulsory participation of the students in all co curricular activities make the student more skillful person with balanced personality. Cultural exchange programmes with other B.Ed. colleges, inter collegiate paper presentation programmes are carried out by the college.

### **2. How is the curricular planning done differently for physically challenged students?**

As far as the B.Ed. course is concerned there is no differently abled students taking admission. One partially blind student was admitted in the previous year. Necessary help was provided and special care was given to him.

**3. Does the institution have mentoring arrangements? If yes, how is it organized?**

All the students are grouped in 15 and are entrusted to 9 mentor teacher with a view to develop active personal contact and mutual understanding between the student and the mentor teacher. The students can approach the mentor teacher or any other teacher for any type of help academic or non academic at any time.

**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 our institution faculty members are given opportunities to attend various seminars and workshops. They are regularly attending the orientation programmes and refresher courses organized by Academic Staff College. College is carrying out seminars and workshops for teachers also. The experience gained from various courses, seminars and workshops are effectively used in their classroom for effective transaction of curriculum.

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

Yes, the college has website, In this website the details of the college, faculty members and their details, course details ,admission details, fee structure, notifications, facilities for interaction with the faculties etc are posted.

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

Low achievers for theoretical aspects are identified from the marks scored in the internal examinations. Supplementary classes, additional instruction, support learning are providing to these categories. In the case of thesis work among M.Ed. students proper guidance from the mentor teacher and peer support are provided, if necessary additional support from outside the campus are also given. For B.Ed. students in the case of taking classes at secondary and higher secondary level help from corresponding mentor teacher, peers , teachers in the concerned schools are provided.

In addition to the discussion of previous question papers and its value points, low achievers are asked to answer the previous question papers.

**7. What specific teaching strategies are adopted for teaching**

**a) Advance learners and b) Slow learners**

In addition to the lecture classes enough provision were given for gifted students for conducting seminars and debate and also for engaging some topics from the content area. Workshops in the concerned subjects are also carried out. Additional projects works are done by them. They are given provision for taking classes in other educational institutions.

In the case of slow learners teachers give more individual attention to them. They are asked to answer the previous question papers and to submit it to concerned teachers. Additional classes are taken to them for the subjects in which they felt difficulty. Peers are also helping them in this aspect.

**8. What are the various guidance and counseling services available to the students? Give details.**

**Educational guidance :** Education is a multi disciplinary course. Students from different discipline have to learn a variety of subjects in this course. Whenever a student left any difficulty in learning a particular subject, teachers support, peer support, library support, internet support etc are provided to them. Experts in the field of education are invited for proper guidance to our students.

**Vocational guidance :** Career Planning

**Personal guidance :** Personal guidance is also providing in the institution. For this tutorial sessions are carried out. One period is allotted in the time table for personal guidance. Even though tutorial session is provided, any student can approach any teacher or head of the institution for personal guidance at any time.

**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 cell is formed in the college. Principal and two teachers (one from B.Ed. and one from M.Ed.) constitute the cell. Two grievance boxes are placed one at B.Ed, department

and one at M.Ed. department. Students can place their complaint in the box. It is compulsory that the name of the student who has the complaint should mention it in that slip. After every two weeks the grievance box will be opened and the complaint will be analysed. Immediate action will be taken on the complaint and the name of complainer will be kept confidential.

**10. How is the progress of the candidates at different stages of programs monitored and advised?**

The programmes and the progress of students are recorded accordingly. Academics and non academic performances are monitored at each stage. Academic performance written and performance were recorded and internal marks were awarded to them. Corrections are given whenever necessary.

**11. How does the institution ensure the student's 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?**

During prepractice period microteaching sessions are arranged to ensure students competencies in various skill practices. corrective measures are provided simultaneously. demonstration classes by experts and video lessons help to develop competencies of the students. criticism lessons taken by students and subsequent constructive criticism timely provided by the peer and supervising teachers add to the confidence and competencies of the students.

Prior to the practice teaching session lesson plans and other instructional materials prepared by students are corrected and necessary suggestions for modifications and improvement are given. During the practice teaching session, concerned faculty, teachers of general subjects, school teachers and M.Ed students visit and observe the classes taken by student teachers.

The feedback obtained from these sources contribute to better practice in teaching.

### **5.3. STUDENT ACTIVITIES**

**1. Does the institution have an Alumni Association? If yes.,**

**(i) List the current office bearers**

Yes, the institution has active alumni association, Its office bearers are

President : Principal

Secretary : Smt.Jayasree S., Assistant Professor, NSS Training College,Pandalam

Cashier : Dr. Mini P.,Associate Professor, NSS Training College,Pandalam

**(ii) Give the year of the last election**

Year of last election: No election is held as the office bearers are unanimously selected.

**(iii) List Alumni Association activities of last two years**

List of alumni association activities of last two years.

(i) Celebration of Teacher's day

(ii) Contribution of articles to college magazine

(iii)Conducting musical concert with the present batch in the college

(iv)Organization of literary work like poetry recitation, presentation of short stories with present batch.

(v) Acts as resource for persons for seminars/ subject Association/ Demonstration Classes.

**(IV) Give details of the top ten alumni occupying prominent position.**

1. Mohammed Shafi ,DYSP Nedumangad.

2. Maleethu Sarala Devi, Ex MLA

3. Mr.Saji Shankar, SI Trivandrum

4. Mr.Rajeesh ,CI of Police, Kayamkulam

5. Dr.K.Radhamoni Amma. Director KUCTE Kulakkada.

6. Mr. Shaji Mohan V.K.. Senior Cameraman, Asianet.

7. Mr. R.Nanda Kumar, Assistant Professor, NSS College, Pandalam

8. Dr.M.Harikumar. Principal, SVGV Training College, Kidanganor

9. Sri.N.K.Venugopal.Rtd Principal, Mount Tabour Training College, Pathanapuram

10. Dr. Sunny Zakaria. Principal, Mount Tabour Training College, Pathanapuram

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

The institution encourages student teachers to participate in extracurricular activities, cultural and literary activities including sports and games by organizing various weekly competitions as per time table. A number of student teachers perform in various activities like singing, instrumental music, drawing, painting, speech, debates, extempore speech, film songs, folk songs, rangoli, mono act etc. Student teachers are motivated to participate in various inter college debate competitions, speech competitions and bagged prizes and rolling shields to the college.

College shares playground with NSS Arts and Science college. So the student teachers take interest in sports and reckon to participate in team events. House wise organizations are there in the college. Indoor games are available and often students enjoy themselves whenever they get opportunity. The college awards prizes, shield, cups and certificates to the winners at respective activities.

**3. How does the institution involve and encourage students to publish materials like catalogues, all magazines, college magazine and other materials. List the major publications/ materials brought out by the students during the previous academic sessions.**

The college encourages student teachers to display literary materials like wall magazines in English, Malayalam, Math, Physical Science, Natural Science, Geography, Social science and Commerce. Staff and student teacher are encouraged to contribute articles in college magazine every year. Student teacher display their collections related to studies every year. Student teacher are encouraged to participate in the NAAC, UGC sponsored seminars and workshops organized by the college. The college encourages student teachers to form different clubs in each faculty ie language club, Maths club, Science club, Social Science Club, Computer Club, Film Club, Book club, nature club, Women's club. Every year each club conducts intellectual and creative activities regularly. Student teachers have display board for each club and members assist in collecting articles, particularly photographs, newspaper clippings, general readings and are responsible for consolidation, editing of the manuscripts and magazines. The college awards prizes and certificates to best contributions. Annual day function is conducted with the participation of Alumni members. Alumni constituted "Best outgoing student award" for PG and UG.



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

`Yes, the college has a student council. Student representatives are elected through presidential mode of election. All the staff members observe and conduct election. There are union secretary, chairman, vice chairman, sports secretary, magazine editor and university union councilor. Responsibilities are shared by ladies and gents. Annual activities calendar is prepared by them under the guidance of teacher educator in charge of each sections. Principal and all other teachers are included in the executive council of students. Student council conducts the activities in the college in accordance with annual calendar prepared. Review of activities done by the regular meetings by student executive under the able guidance of concerned teacher educators and the principal.

The funding of student executive or council is provided by the college from union fees collected from each student.

**5. Give details of the various bodies and their activities (academic and administrative) which have student representation in it.**

1. Discipline committee
2. NAAC committee
3. IQAC
4. Library committee
5. Grievance Redrassal Cell
6. Purchase committee
7. Sports committee
8. Environmental Awareness Committee
9. Alumni Association
10. Cultural Committee
11. College Magazine Committee
12. Rewards and Recognition Committee
13. Road safety committee
14. Red Ribbon Club

**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?**

To improve the various aspects of college feedback is collected from students during the sessions through suggestion box. Such feedback from students provides valuable inputs for improving the support services like library, computer lab, other lab facilities, hostels, teaching, sports activities and other facilities. At the end of the course feedback is collected for course evaluation, evaluation of teacher educators and their teaching, facilities and services of the college. Feedback is also collected from Headmasters of co-operative schools and the respective school teachers during teaching practice, from external examiner who visit our college for practical lesson examination. College also receives feedback from external experts about improvements of course programmes and preparation. Feedback from parents in PTA meeting session helps to the growth and development of the college with appropriate pace.

**5.4. Best Practices in student support and progression**

**1. Give details of institutional best practices in student support and progression?**

1. College encourages students in preparing for competitive exams.
2. Senior students are invited to share their experiences for the benefit of the existing students – Interaction Session.
3. Alumnae who enjoy high position in various fields are invited to share their experiences to motivate students.
4. Medical support is given to students who are in need.
5. Blood donation groups are formed in the college.

**Additional Information**

The evaluative observations made under student support and progression in the previous assessment report are

1. The alumni association is active and closely linked with the college activities.
2. The existing system of small group tutorials facilitates strengthening of the student-teacher relationship.

As per the suggestions made by the peer team, quality sustenance and enhancement measures were undertaken by the institution

- a. Internet facility to student teachers in the library
- b. ICT facility
- c. Communication skills development workshops.

## **CRITERION VI: GOVERNANCE AND LEADERSHIP**

### **6.1 Institutional Vision and Leadership**

**1. What are the institutions's stated purpose, vision, mission and values? How are they made known to the various stakeholders?**

The vision of the institution is “**yoga karmeshu kaushalam**” which is quoted from bhagavat githa implies that “**skill in action is yoga**”

The mission is “working in a rural ambience, we set ourselves to inculcate professional skills and a spirit of commitment among our students, especially to build up a resurgent rural India.”

The goals, vision, mission, and values are made known to various stakeholders through prospectus, academic calendar, personal intimations, media and website. Suggestions and opinions of the institution with regard to curriculum are sent to the syndicate and other officials of the university..

Value inculcation among the trainees of this institution is made possible by organizing classes and seminars on value education and other activities

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

Yes, The mission encompasses values, social commitment, professional ethics and traditions of the society.

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

The College is run under the Management of Nair Service Society which is committed in the improvement of the academic standard of the institutions under its control. With the help of the academic and administrative bodies of the college, the Principal ensures the involvement of all the faculty members, and administrative staff in the efficient transaction of the teaching-learning process.

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

The administrative functions of the institution are carried out by the Head of the Institution through a consortium of committees at the College. These bodies are vested with the power to bring about the smooth functioning of academic and administrative activities under the supervision of the Principal. The College Council and the Parent Teacher Association give direction for the academic and extracurricular activities of the college. Responsibilities are well defined and communicated to the staff through office communications and periodic meetings of the various committees.

The office functions under the supervision of the Principal and the administration is carried out with the help of the Office Superintendent, who, in turn, is assisted by the Head Accountant and other administrative Staff. They look after the administrative affairs of the teachers and the students.

**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?**

In accordance with the information gathered from the staff, students and local people, the Principal and the College Council take decisions to improve upon the situations and effective governance. The principal convenes the committee meetings frequently and obtains feed back for further decisions. For resolving various issues relating to the academic and administration, various committees like anti ragging cell, women study unit, discipline committee etc. are constituted. Minor issues are solved then and there and major issues are referred to higher levels and seriously handled.

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

The feed back mechanism from various stakeholders of the institution described in earlier context helps to identify the barriers if any and they are discussed in the staff council and necessary remedial measures are taken in time. The grievance redressal mechanism functioning regularly in the institution also help in this regard. There is a transparent dealing in every aspect of these mechanisms.

**7. How does the management encourage and support involvement of the staff for improvement of the effectiveness and efficiency of the institutional processes?**

Sufficient support and co-operation are extended by the management through meetings, circulars and direct interference in all matters connected with the efficient functioning of the college. The management has a liberal attitude towards the improvement of the academic level of faculty and offers all support. They also give the faculty sufficient financial aid to conduct seminars on various aspects which are fruitful for their improvement.

**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 is the head of the institution guided by the management to take the lead role to attain the vision and mission set for the institution. He is the person who has the ultimate power in decision making; but all decisions are taken only after consulting the matter with the council. In matters connected with the students, the students' affair committee will first look into the matter and then the principal takes the final decision after discussions with the student representatives concerned. As far as administrative matters are concerned, the duties are assigned to various staff in consultation with the Senior Superintendent. Above all a liaison is established at various levels for better governance.

**6.2 Organizational Arrangements**

**1. List the different committees constituted by the institution for management of different institutional activities? Give details of the meetings held and the decisions made, regarding academic management, finance, infrastructure, faculty, research, extension and linkages and examinations during the last year.**

As described earlier, the administrative system is to a great extent decentralized and works through various committees such as College Council, IQAC, Purchase Committee, Development committee, Library Committee, Extension committee, Examination committee etc. The IQAC has been set up in accordance with directives to promote quality initiatives in teaching, learning, administration and student support. The minutes of all such committees are properly recorded and available for review. The Research Committee for M.Ed meets to discuss research programmes and to promote a research culture among the post graduate students.

**2 Give the organizational structure and the details of the academic and administrative bodies of the institution.**

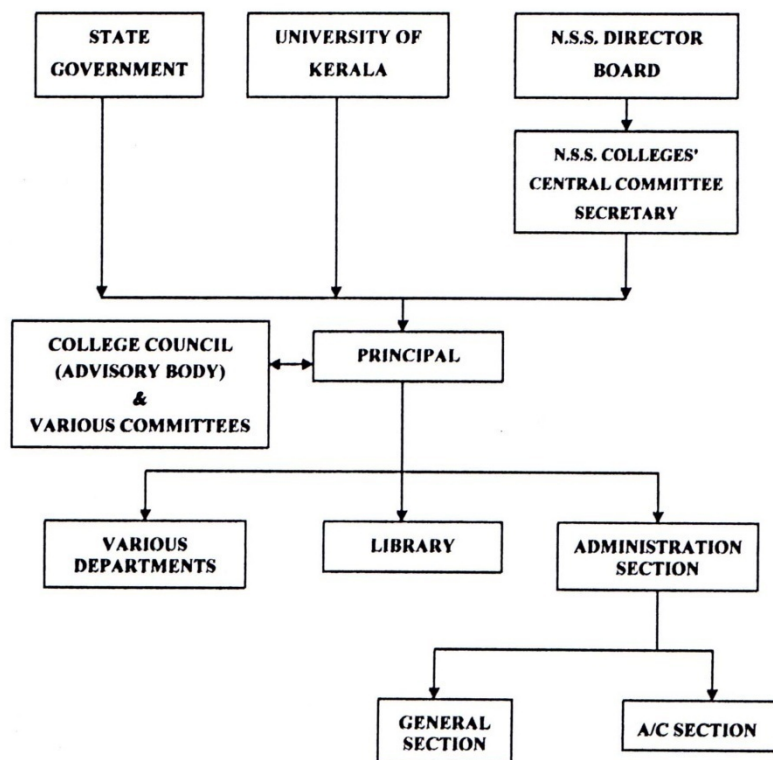
The College academic and administrative sections are headed by the Principal with the back up of the college office, the College Council, Library committee and various other committees. Principal delegates duties and responsibilities to these bodies for effective administration. The College Council is an advisory body that helps the Principal in his academic and administrative functions. It is composed of the Principal, the Heads of Departments, the Librarian and nominated faculty members. The Council meets periodically to decide major academic and administrative issues. The minutes of the Council meetings are circulated among the staff.

The Parent Teacher Association consists of elected members of staff and parents with the Principal as its President and an elected Parent member as the Vice President. The General Body of the PTA meets annually and the Executive Committee members meet periodically to address various academic and developmental issues. The PTA fund is utilized for the welfare of students and for the development of the college.

The College Development Committee holds periodic meetings to discuss infrastructural development and maintenance of the institution.

## College Profile

The Women's Cell, the Placement and Career Guidance Cell, the anti ragging committee, Alumni Association, Grievance redressal cell and the various clubs of the college are functioning with the aim of catering quality education.



**2. To what extent is the administration decentralized? Give the structure and details of its functioning.**

The administrative functions of the institution are carried out in a participatory manner through committees. Major administrative decisions of the institution are taken in the meetings of the College Council and the College Development Committee. Optional teachers are given autonomy in decisions regarding academic programmes. Teaching, evaluation and feedback systems are done by individual optional teaching departments and finally the college as a whole taking into consideration the local and the changing need of the society.

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

The institution has collaboration with various sections like university departments, SCERT, DIET, organizations like WWF-India, CTE and other educational institution and school personnel. We arrange extension programmes, seminars and lectures utilizing the expertise from these sources.

Teachers utilize every opportunity to take part in decision making with regard to curriculum revision and examination reforms so as to improve the quality of educational provisions.

**4. 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 data obtained from the feedback from the students and the information collected from the parents at the PTA meetings are meticulously dealt by the college Internal Quality Assurance Committee for the improvement of teaching process, evaluation, infrastructure facilities and a total upgradation of the functioning of the college.

**5. What are the institution's initiatives in promoting co-operation, sharing of knowledge, innovations and empowerment of the faculty? (Skill sharing across departments' creating/providing conducive environment).**

Faculty members cooperate in the areas of student development and student support, sharing expertise acquired through local and national level training programmes. Optional departments are actively encourage interdisciplinary knowledge-seeking, utilizing faculty from other departments. In view of observing important days such as World health day, Aids day, Education day, Environment day etc., the total college work together under the auspices of the department which is conducting the programme with respect to its relevance. IQAC takes the initiative in organizing programmes to enable faculty members to share their experience and training.

### **6.3 Strategy Development and Deployment**



**1. Has the institution an MIS in place, to select, collect align and integrate data and information on academic and administrative aspects of the institution?**

The files of every individual student getting admitted in the college will help to understand the details of the students and help in the office administration. The collection and integration of data and information on the academic and administrative aspects are done manually. Academic coordinators in B.Ed and M.Ed are seriously following the academic calendar of the college as well as the University. College library is computerized with 'Grandhalaya' software. The staff members are enrolled in the Government website 'Spark' from which every detail can be obtained.

**2. How does the institution allocate resources (human and financial) for accomplishment and sustaining the changes resulting from the action plans?**

The college allocate funding and personnels with respect to the requirements and availability of fund for each head as per the norms, after conducting meetings of the college staff members, council members, IQAC, UGC Committee, PTA executive and general body. This allocation is based on the directions from the funding agencies and management circulars.

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

The significant persons associated with the institution Viz., administrative staff, teaching staff and students are selected on the of proficiency and merit in the respective field by competent authorities. The financial resources needed to support the implementation of the mission and goals are the UGC funding for various plan periods, assistance from the government and the management, college PTA and the Alumni.

**4. Describe the procedure of developing academic plan. How are the practice teaching schoolteachers, faculty and administrators involved in the planning process?**

The staff council arranges meeting to discuss the development of academic plan. The faculty, administrators, and teachers from practice teaching school are consulted in the development of the academic plan. Prior to the admission of students, the various programmes to be conducted during the academic year are worked out in a series of discussions, to develop the academic plan.

**5. How are the objectives communicated and deployed at all levels to assure individual employee's contribution for institutional development?**

All administrative, academic and other decisions are taken in the College Council keeping in view the stated Vision and Mission of the institution. The objectives of the various academic activities are communicated through meetings and office circulars and made the teaching and non teaching staff for a sincere effort to attain the goals.

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

After every semester of the course the evaluation of the total teaching learning process are assessed by seeing the results, feed back, performance of the students in extra curricular activities, local response etc. In view of the above the required changes are made from time to time with the intervention of staff, students, parents and other educationists.

**6. How does the institution plan and deploy the new technology?**

ICT is a compulsory subject in the curriculum and curriculum transaction is ICT oriented in order to keep pace with the recent developments in technology. Computer- internet facilities are provided in our classrooms, library and seminar hall for the use of students. Computer cum language lab and smartclassrooms are available. These facilities help the students to develop video lessons and digital lesson plans.

## **6.4 Human Resource Management**

**1. How do you identify the faculty development needs and career progression of the staff?**

The need for faculty development and career progression are identified by means of changing need of the curriculum, technological advancement, qualifications and potentialities of teachers, opportunities for advancement in terms of courses, training programmes etc.

**2. What are the mechanisms in place for performance assessment (teaching, research, service) of faculty and staff? (Self-appraisal method, comprehensive evaluations by students and peers). Does the institution use the evaluations to improve teaching, research and service of the faculty and other staff?**

Self appraisal of teachers is done as per the stipulations of the government. A specified format (See Appendix III) is made available to all teachers and the data is taken into account at the time of promotion and placement to higher levels.

The college has a mechanism for collecting feedback from students, teachers and non-teaching staff of the college through a questionnaire, which was developed by the college itself. The feedback received will be made available to the teachers and it provides ample opportunity for self analysis and appraisal. Besides this, individual optionals have their own ways of assessing their teachers' performance. These data are compiled, analyzed and interpreted at the college staff meetings and remedial measures are taken to enhance the performance of the teachers subsequently. Principal monitors the performance of faculty and staff.

**3. What are the welfare measures for the staff and faculty? (mention only those which affect and improve staff well-being, satisfaction and motivation)**

Career advancement benefits under the UGC pay revision scheme of Kerala Government and opportunities for obtaining Ph.D and higher qualifications under FIP. Medical reimbursement facility from the government is also an added advantage.

**3. Has the institution conducted any staff development programme for skill up-gradation and training of the teaching and non-teaching staff? If yes, give details.**

Yes, the institution conducted various training programmes for the skill development of the staff members. It includes the workshop on Digital Lesson Presentation. The staff members are enrolled in the Government website 'Spark' and training for the same is provided to the ministerial staff.

**4. What are the strategies and implementation plans of the institution to recruit and retain diverse faculty and other staff who have the desired qualifications, knowledge and skills (Recruitment policy, salary structure, service conditions) and how does the institution align these with the requirements of the statutory and regulatory bodies (NCTE, UGC, University etc. )?**

The Management makes appointment to permanent posts. Vacancies are advertised in national newspapers. A duly constituted selection committee consisting of the representatives of the Government, a subject expert and a representative of the management conduct interviews with the applicants having the required qualifications as specified by the UGC, NCTE and University and appointments are made on merit as and when vacancies arise due to retirement or creation of new posts by the Government. New teaching posts are created when new courses are introduced or when existing programmes are rescheduled.

For permanent post of appointment salary structure is as per the UGC pay scale and the service conditions are as per the Kerala State Service rules.

The temporary posts of teachers are appointed from the qualified applicants with the consent of the Management. The PTA meets the expenses incurred in connection with the temporary posts.

**5. What are the criteria for employing part-time/Adhoc faculty? How are the part-time/Adhoc faculty different from the regular faculty? (E.g. salary structure, workload, specialisations).**

When the need for guest faculty arises, the institution advertises in local and national news papers. Walk in interviews are held on the specified date and candidates are selected on the basis of merit. While the regular faculty receives emoluments on an incremental pay scale fixed by the Government, the guest faculty is paid a consolidated sum taking into account only the number of teaching hours engaged by them.

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

The institution provides adequate financial support for conducting seminars in various disciplines of the college from the Parent Teacher Association Fund of the college and the funds included in the budget allocation of the college. Teachers are given duty leave for participating and presenting papers in the National and International Seminar inside and outside the state. College submit proposals to UGC and other Organizations for organizing seminars and conferences in the college.

Faculty members of the college are encouraged to do research work under FDP and they are motivated to explore the opportunities to take up the responsibilities of university examinations, academic bodies and other professional organizations.

**7. What are the physical facilities provided to faculty? (Well-maintained and functional office, instructional and other space to carry out their work effectively).**

A well equipped computer lab, a library having sufficient number of books, smart class rooms, Seminar hall, Auditorium, reprographic facilities, class rooms with ample space, fitness centre with modern equipments, language lab facilities, generator back up for the whole college are available, which inspire the faculty to work with maximum effort.

**9. What are the major mechanisms in place for faculty and other stakeholders to seek information and/or make complaints?**

Internet facilities are available for seeking various information. Awareness classes on service matters and legal awareness classes and discourses on human rights are conducted for the welfare of the staff members and also educational and research knowledge updation are done through expert lectures arranged.

Complaints can be posted to the grievance redressal cell working in the college and also can be forwarded to the concerned authorities through the Principal.

**9. Detail on the workload policies and practices that encourage faculty to be engaged in a wide range of professional and administrative activities including teaching, research, assessment, mentoring, working with schools and community engagement.**

Workload per week /faculty

Teaching	16 hrs
Research	5 hrs
Assessment	10 hrs
(Seminar, practicum, records)	
Evaluation/Test	1 hr
Mentoring	2 hrs
Working with the schools	1 hr
Community engagement	1 hr

Preparation

5 hrs

**11. Does the institution have any mechanism to reward and motivate staff members? If yes, give details**

Yes, Staff members are motivated by means of reward policies of the management and Government. Career advancement benefits are recommended from the college for monetary and service benefits. Teachers are recognized for their meritorious achievements and awards.

**6.5 Financial Management and Resource Mobilization****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, Separate statements for plan and non-plan funds in the last three years are given below.

**Plan fund for last three years**

No.	Heads	2009-10	2010-11	2011-12
1	Construction	1,60,000	2,90,000	-
2	FIP Substitute	99,669	2,83,230	-
3	FIP Contingency	39,900	15,000	-
4	PG Assistance	-	-	-
5	Career Guidance	1,92,932	-	7,068
6	Major Project	-	-	-
7	Minor Project	-	-	2,60,000
8	Additional Grant	-	-	6,53,000
9	PD	1,70,902	1,58,272	1,39,556
10	SC/ST/OBC	1,49,919	2,66,285	1,64,520
11	Remedial Coaching	-	-	-
12	Seminar/Conference	3,500	16,300	51,552
13	College Development	3,13,520	3,80,000	-

**Non-Plan fund for last three years**

No.	Heads	2009-10	2010-11	2011-12
1	PTA(for electricity, Water, telephone, stationeries etc.)	9,98,332	5,95,845	5,12,926
2	Salaries	69,39,798	1,22,29,908	1,48,76,123

**2. What is the quantum of resources mobilized through donations? Give information for the last three years.**

**Parent Teacher Association (PTA)**

**Income**

2009 - 10	Rs.8,20,173
2010 - 11	Rs. 3,65,096
2011 - 12	Rs. 8,44,400

**3. Is the operational budget of the institution adequate to cover the day-to-day expenses? If no, how is the deficit met?**

Yes, We have PTA, PD, and Amenity funds to meet the day to day expenses.

**4. What are the budgetary resources to fulfill the missions and offer quality programs? (Budget allocations over the past five years, depicted through income expenditure statements, future planning, resources allocated during the current year, and excess/deficit)**

The sources of funds include funds from the Government, UGC and internally generated funds (PTA).

The amounts are allocated to various heads such as Students welfare, welfare for SC/ST students, Examinations, Faculty Development Programmes, Arts and Sports, Study Tour etc.

**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 by the Government of Kerala, Accountant General of India and the Management.

**6. Has the institution computerized its finance management systems? If yes, give details.**

Though the finance management system of the college is not fully computerized, preparation of salary bill and forwarding through SPARK, a software of Kerala Government is being done. Besides that Merit cum means scholarship of Kerala Government is distributed through another software E-Grantz, which is also operating by our office personnels.

## **6. 6 Best practices in Governance and Leadership**

**1. What are the significant best practices in Governance and Leadership carried out by the institution?**

The organizational arrangements have been well established with the duties assigned to each committee/body. Each committee/body is working with utmost coordination to achieve the objectives. Yearly calendar for the events and activities is prepared in advance and staff members are given charges for each programme. Every day thought presentation is there and faculty members are entrusted upon the duties of monitoring this. Club activities are done on every week and observe the days of national importance without fail. The administrative functioning as well as the academic functioning is regularly monitored. The academic atmosphere is well maintained by observing the schedule laid down by the university. The financial and resource management is also well looked after by the concerned bodies. Overall the college authorities, staff and the students of the institution are striving to attain the vision and mission of the institution in its indepth level.

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 evaluative observations made under *Governance and Leadership* in the previous assessment report are

1.The principal convenes staff meetings regularly to discuss the issues related to the college and maintain internal quality check up.

2.Participatory decision making is ensured through various bodies like colleges central committee, staff council and students executive council..

.The team also appreciated the internal coordination and monitoring of the institution. Efforts were made to sustain these quality enhancement measures

**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 Institutional management has taken several steps for quality sustenance and enhancement. This includes the establishment of a Placement and Career Guidance Cell for assisting students in getting employment, IQAC for promoting quality initiatives, Women Cell for giving adequate weightage to girl students in the institutional programmes and a Language laboratory for effective language teaching.

As per the suggestions by the peer team the teachers took leadership roles in various academic forums and participated actively in development of new curriculum for B.Ed and M.Ed course and many of the teaching staff acted as Chief and Chair of various examinations of the University.In addition, all teachers are members in various professional organizations.

## **CRITERION VII : INNOVATIVE PRACTICES**

### **7.1 Internal quality assurance system**

**1. Has the institution established Internal Quality Assurance Cell (IQAC)? If yes, give its year of establishment, composition and major activities undertaken.**

Year of establishment 2005

#### **Composition**

Principal as the convener

Co-ordinator Dr.K.Biju Kumar

Management Nominee : Prof. R. Prasanna kumar, Secretary, NSS Colleges Central Committee.

Academician: Prof.S.N. Sukumaran Nair, Former Director , KUTEC, Adoor

Dr. K.Radhamony Amma, Director, KUTEC, Kulakkada.

#### **Faculty members**

Dr. Malini P.M.

Smt. Kumari.S. Girija

Dr.P.Mini

Dr.P.G.Ajimol

#### **Activities**

The activities of IQAC are undertaken each year considering the requirements of the college.

Main activities undertaken by IQAC are :-

- To formulate a detailed action plan for each year
- To strengthen the social commitment of the college by extending the services related to the library setting at sabary balasram and to protect the watershed of achancoil river.

- To improve the facilities of library by adding more books , periodicals and library automation.
- A separate section for library for M.Ed. students
- To improve the technology facilities by purchasing more computers.
- Decided to make 2 classrooms smart classes. One in M.Ed. and other in B.Ed.
- To install a water cooler to improve the drinking water facility.
- Proposed to conduct an inter- collegiate paper presentation competition for M.Ed. students.
- Suggested a research design class on National level for teachers and students of M.Ed.

### **2. Describe the mechanism used by the institution to evaluate the achievement of goals and objectives.**

During the beginning of the academic session an ice breaking session was arranged outside the campus to promote interaction between the students and also with the teachers and are encouraged to demonstrate their talents. This will encourage the social interaction skill among the trainees in future. Daily assemblies and weekly book review are conducted to sensitize the trainees regarding various topics. In each week time is allotted for cultural programmes, which serve as a platform for the development of non scholastic areas of the trainees. Observation of national days, religious festivals, environmental days, science day etc. instills the basic human values and civic responsibilities in students.

Value education classes are taken by trainees during their teaching practice session and also classes are arranged on value education at college. Micro teaching classes, workshop on teaching aid preparation, computer education, communicative English and life skill education classes are arranged to facilitate comprehensive development of teacher trainees and to develop professional competencies and teaching skills among trainees.

Community related activities are also done. The Aids day was observed by arranging a road show and street play. Aids awareness pamphlets were distributed to the public and a street show on Aids awareness was arranged at Pandalam town. As an extension activity trainees visited old age home, poor home and a library was set up at Balashraman. Drinking water facility for sabarimala pilgrims was arranged during the season.

Environmental sensitisation programmes are undertaken in the college by organising WWF programmes, observation of environmental days, nature camps and activities of the college nature club. During the practice teaching students conduct environmental awareness classes at the

practicing schools, arranges environmental quiz competition and construct school garden with assistance of school students.

In the post graduate department of the college, research experiences are provided to the students. Resource persons are invited to deliver class on research to improve the research works of the department. Students are also encouraged to present papers and participate in various National seminars. They are also sent to other department for review collection. Paper presentation competitions are organised at college and inter collegiate level so that the trainees are sensitized to global trends in education.

Students are encouraged to participate in the University Youth festivals, inter university Arts festivals and inter collegiate quiz competitions held at various institutions with a view to develop scholastic and non scholastic aspects. The students are admitted on merit basis with government reservation policy, so that enough number of trainees are there from socially, educationally and economically disadvantaged sections. Once they are admitted in the college, no discrimination of any sort is done to them and all are treated as equal. Special assistance in the form of personal guidance, doubt clearing sessions, extra time for using computer lab are provided to meet the needs of disadvantaged section. With the initiative of the college, a partially blind student admitted during the academic year 2011-'12 got extra time for examination from the government. For those who cannot use staircases classes are arranged in the lower floor.

The women cell of the college provides assistance to women trainees in needed situation and arranges classes to empower the community. Separate toilet facility and waiting shed are arranged to meet the needs.

### **3. How does the institution ensure the quality of its academic programmes?**

Feedbacks from students are collected in each semester and are used to improve the teaching learning process. Feedback from parents, alumni are also collected to improve the functioning of the college. Seminars are organised for which experts are invited. Problem based practicums are done for each subject and evaluation is done objectively with proper recording. Feedback forms are given to practicing schools to assess the trainees during their teaching practice and optional teachers monitor the progress and record it objectively.

A grievance box is set up at the college to collect grievances of the study a committee constituted for that purpose will collect the materials at regular intervals and do necessary actions. Video recording of the classes of the trainees are done to ensure more objective judgment. After

every programme feedback of the trainees are done regarding the quality of the programme and the benefit of the programme. Alumni feedback and parent feedback are collected on the academic facilities and administrative aspects of the college.

#### **4. How does the institution ensure the quality of its administrative and financial management processes?**

Principal and superindent of the office ensure the quality of administrative work by regular checking. Periodical supervision by the management representative is done. Registers are maintained properly to ensure the quality of various aspects of administrations. All financial transactions are done through bank cheques. Yearly government audit and periodic management audit ensure the quality of financial matters.

Salary payment of the teaching staff are done through SB accounts, guest lecturers salaries are also dispersed through cheques. Fees are collected from trainees as prescribed by the government. UGC fund utilisations are done according to the norms. A committee is consequented to discuss the utilisation of fund and all the purchases are done after inviting quotations. PTA fund utilisation is also done by the approval of PTS executive body and all the transactions are done through cheques to ensure quality in financial matters. Bank accounts of the college funds are also maintained well.

#### **5. How does the institution identify and share good practices with various constituents of the institution?**

The post graduate department of the college ensure sharing of teaching expertise to B.Ed. students by taking classes. M.Ed. students also take classes for them on various topics. Monitoring practice teaching sessions are also done by the M.Ed. students. Necessary help in academic and other matters to practice teaching schools are given. Tuition for weaker students is taken during the practice teaching period. Trainees were assigned the role of members of judging committee for various competitions in the practicing schools. Learning materials are also supplied to neighbouring schools for their use. Students extend their help in organising exhibitions at schools and NSS college Pandalam. The post graduate department of the college collaborated with NSS college Pandalam for workshop on “innovations in teaching and learning and evaluation”.

#### **2. Inclusive practices**

**1. How does the institution sensitise teachers to issues of inclusion and the focus given to these in the national policies and the school curriculum?**

Faculties are permitted to attend and present papers in seminars, workshops on inclusive education. In the B.Ed. and M.Ed. curriculum aspects related to inclusive education is given and the concerned faculties transact the material in a meaningful way. During the practice teaching session trainees with the help of special educators at school identify the special need students in their classrooms. Experts in the field of inclusive education are invited and talks are arranged.

**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?**

In the psychology syllabus of B.Ed. and M.Ed. learning disability topics are included. The M.Ed. students are encouraged to do dissertations on learning disabilities. In the pedagogy syllabus of all the optional subjects there is one unit namely exception children. All these help them to have an understanding about the concept of inclusion and exceptionalities.

Legal literacy classes are arranged in collaboration with the legal literacy unit of the College. The women cell of the college arranges talk on gender difference and various issues on gender.

**3. Detail on the various activities envisioned in the curriculum to create learning environments that foster positive social interaction, active engagement in learning and self motivation.**

All the activities of the college are conducted on house basis which provide a chance for the trainees to interact with each other. House based competitions are also done on debate quiz, paper presentation. The sports day activities are also done to promote positive social interaction, mutual help and to develop sports man ship qualities. Tour programmes, field trips are also organised. Ice breaking session outside the campus is done at the beginning of the academic year itself to break the barriers of communications and it makes them more closer to each other. Training is given for teaching aid preparation, PowerPoint presentations, module preparation, slide, OHP sheets etc which promote active engagement in the learning process. Innovative methods and adopted for transacting the syllabus at class. Correction works are done regularly by the faculties and suggestions are given to trainees at regular intervals.

**4. How does the institution ensure that student teachers develop proficiency for working with children from diverse back grounds and exceptionalities?**

Exceptional children, learning disabilities etc are given in psychology and pedagogy papers. Guest lectures are also arranged to sensitise students.

### **5. How does the institution address to the special needs of the physically challenged and differently abled students enrolled in the institution?**

Physically challenged and differently able students enrolled in the college are helped considering their needs. With the initiative of the college, extra time was allotted for theory examination for partially blind student admitted during the academic year 2011-12. Sufficient time was given to such students to complete the work and doubt clearing sessions are arranged for them. Students who cannot use the staircases are allowed to sit in the ground floor and classes are adjusted accordingly. Parents of such students are contacted for help regarding their matters.

### **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)?**

There is an active women cell in the college with an executive committee consisting of two faculty members and student representatives from each optional subject. They extend their help when there is any matter pertaining to them.

## **7.3. Stakeholder Relationships**

### **1. How does the institution ensure the access to the information on organizational performance (Academic and Administrative) to the stakeholders?**

Students can approach the teaching and non teaching staff at any time they need a help from the institution. The alumni of the college have the privilege to use the resources of the college with permission. They are also permitted to do reference at library and if needed guidance are also given to them by the faculties. Photocopying facilities, online application submission are done by the students from the college. A workshop on digital lesson plan preparation was organised by the college for faculties of neighbouring schools.

### **2. How does the institution share and use the information / data on success and failures of various processes, satisfaction and dissatisfaction of students and stakeholders for bringing qualitative improvement?**

Grievance box is set up at college for making suggestions and complaints regarding academic and administrative aspects. The grievance reprisal committee takes up actions to improve the functions of the college

Feedback is also collected from PTA, Alumni, students and practising schools for improvement of academic and administrative aspects of the institution.

**3. What are the feedback mechanisms in vogue to collect, collate and data from students, professional community, Alumni and other stakeholders o program quality? How does the institution use the information for quality improvement?**

There are separate feedback forms for students, alumni, parents and teaching practice schools. Feedback forms are given to students at the end of each semester and teachers do an analysis and take necessary actions based on that. Periodic PTA meetings are held to ensure the quality of the activities of the college. Data collected from the above sources are utilised for improvement of the process. Staff meetings are held at regular intervals, where the principal and staff make observations on various aspects of the college and action plans are chocked out.

Additional information to be provided by the institutions opting for Reaccreditation.

**1.How are the core values of NAAC reflected in the various functions of the institutions?**

Special focus is given for the inculcation of the core values prescribed by the NAAC when various functionaries operate in the institution. Quality sustenance and quality enhancement efforts of the institution during the post accreditation period fostered the value orientation among students through the activities of thought for the day programmes, seminars on value education and various extension programmes conducted in the institution. Technological advancements in the field of education were totally employed in the institution by developing various infrastructure facilities and also by developing the skill and competencies of the faculties

To equip the student teachers to meet the global competencies, seminars on life skill education, ICT training programmes such as workshops on digital lesson preparation to teachers of neighboring schools, research tool preparation have been carried out. To foster social commitment the institution conducts frequent visits to orphanages and old age homes of the neighborhood. The institution is providing infrastructural facilities to the Government UP School Kurampala.

Students are given training to use modern educational gadgets like interactive white board, preparation of ICT based lesson transcripts, power point presentations etc. Talks on national



## ***College Profile***

leaders like Vivekanda, photo exhibition on Gandhiji and his life has been arranged by the institution.

The institution always keeps in tune with the vision and mission envisaged, while designing activities in the college. The generation of students with high level of self concept will definitely accelerate National development by playing a substantial role in improving quality of work in all fields of life.

## Mapping of Academic Activities

## 3. MAPPING OF ACADEMIC ACTIVITIES OF THE INSTITUTION (B.Ed)

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Weeks	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	
Admission and Orientation																																		
Theory																																		
Tutorials/ Seminars																																		
Sessional Work -Tests &Assignments																																		
Practical Work																																		
Preparation of Internship: Demonstration /observation of lessons/ micro teaching / simulations																																		
Practice Teaching/ Internship																																		
Co-Curricular Activities																																		
Working with community/ project work																																		
End-Term Examination																																		

**Note :** A week is of six working days and a day is of six clock hours  
The table should cover the entire academic session and may be extended as per the requirement

# MAPPING OF ACADEMIC ACTIVITIES-MED.

Weeks	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
Admission and Orientation																																
Theory																																
Tutorials/Seminars																																
Mid-Sem-exam																																
Focus Group Discussion																																
Presentation and Finalization of Research Problem																																
Tool Development and Standardization																																
Data collection																																
Consolidation and Analysis																																
End Sem Exam																																
Sub. g. Result																																

**Declaration by the Head of the Institution**

I certify that the data included in the Re-accreditation report (RAR) are true to the best of my knowledge.

This RAR is prepared by the institution after internal discussions and No part thereof has been outsourced.

I am aware that the Peer team will validate the information provided in this RAR during the peer team visit.

Signature of the Head of the Institution with seal:

Place :

Date :