



MOUNT TABOR TRAINING COLLEGE

www.mounttaborcollege.edu.in
tabor1960@rediffmail.com



SELF APPRAISAL REPORT (Cycle II) 2014

Submitted to

**National Assessment and Accreditation Council
Bangalore**



A. Profile of the Institution

1. Name and address of the institution : Mount Tabor Training College,
Pathanapuram, Kollam
Kerala State. 689695
2. Website URL : www.mounttaborcollege.edu.in
email : principaltabor@gmail.com
3. For communication:

Office

Name	Telephone Number with STD Code	Fax No	E-Mail Address
Head/Principal	0475 2352323 9495537146	0475 2352323	principaltabor@gmail.com tabor1960@rediffmail.com
Vice-Principal			
Self - appraisal Co-ordinator	9495369262	0475 2352323	drtharageorge@gmail.com

Residence

Name	Telephone Number with STD Code	Mobile Number
Head/Principal	04734 266772	9495537146
Vice-Principal		
Self - appraisal Co-ordinator	0475 2352323	9495369262

4. Location of the Institution:

Urban ☐ Semi-urban ☐ Rural ☒ Tribal ☐
Any other (specify and indicate) ☐



5. Campus area in acres:

13.78

6. Is it a recognized minority institution?

Yes

☒

No

☐

7. Date of establishment of the institution:

Month & Year

MM	YYYY
06	1960

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

University of Kerala, Thiruvananthapuram

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

Month & Year

2f	<table><tr><th>MM</th><th>YYYY</th></tr><tr><td>01</td><td>1972</td></tr></table>	MM	YYYY	01	1972
MM	YYYY				
01	1972				

Month & Year

12B	<table><tr><th>MM</th><th>YYYY</th></tr><tr><td>07</td><td>1984</td></tr></table>	MM	YYYY	07	1984
MM	YYYY				
07	1984				

10. Type of Institution

a. By funding

i. Government

☐

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**

☒

c. By Nature

i. University Dept.

☐

ii. IASE

☐

iii. Autonomous College

☐

iv. **Affiliated College**

☒



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

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

Yes ☒ No ☐

If yes, has the institution applied for autonomy?

Yes ☐ No ☒

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

Sl. No.	Level	Programme/ Course	Entry Qualification	Nature of Award	Duration	Medium of instruction
i)	Pre-primary			Certificate		
				Diploma		
				Degree		
ii)	Primary/ Elementary			Certificate		
				Diploma		
				Degree		
iii)	Secondary/ Sr. secondary			Certificate		
				Diploma		
		B.Ed.	B.A., B.Sc., M.Com	Degree	1 year 2 Semesters	English
iv.	Post Graduate			Diploma		
				Degree		
v.	Other (specify)			Certificate		
				Diploma		
				Degree		

(Additional rows may be inserted as per requirement)



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

Level	Programme	Order No. & Date	Valid upto	Sanctioned Intake
Pre-primary				
Primary/Elementary				
Secondary/ Sr.secondary	B.Ed.	F.SRO/NCTE/2010/ 20172 dtd. 02.08.2010		200
Post Graduate				
Other (specify)				

B) Criterion-wise inputs

Criterion I: Curricular Aspects

1. Does the Institution have a stated Vision

Yes	√	No	
-----	---	----	--

Mission

Yes	√	No	
-----	---	----	--

Values

Yes	√	No	
-----	---	----	--

Objectives

Yes	√	No	
-----	---	----	--

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

If yes,

Yes		No	√
-----	--	----	---

a) How many programmes?

b) Fee charged per programme

3. Are there programmes with semester system

Yes



4. Is the institution representing/participating in the curriculum development/ revision processes of the regulatory bodies?

Yes	√	No	
-----	---	----	--

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

5

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

D.Ed.	<table border="1"><tr><td></td></tr></table>	
B.Ed.	<table border="1"><tr><td>6</td></tr></table>	6
6		
M.Ed. (Full Time)	<table border="1"><tr><td></td></tr></table>	
M.Ed. (Part Time)	<table border="1"><tr><td></td></tr></table>	

6. Are there Programmes offered in modular form

Yes		No	√
-----	--	----	---

Number	
--------	--

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

Yes	√	No	
-----	---	----	--

Number	1
--------	---

8. Are there Programmes with faculty exchange/visiting faculty

Yes		No	√
-----	--	----	---

Number	
--------	--



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

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

Yes	√	No	
Yes	√	No	
Yes	√	No	
Yes	√	No	
Yes	√	No	

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

New programmes are introduced by the university and state government regulations. The college is equipped to implement new programmes within a short span of time.

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

Yes		No	√
-----	--	----	---

Number	
--------	--

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

Yes	√	No	
-----	---	----	--

Number	1
--------	---

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

Yes	√	No	
-----	---	----	--



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

Yes

✓

No

☐

Criterion II: Teaching-Learning and Evaluation

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

a) Through an entrance test developed by the institution

☐

b) Common entrance test conducted by the
University/Government

☐

c) Through an interview

☐

d) Entrance test and interview

☐

e) Merit at the qualifying examination

☐

f) Common Admission Process conducted by the
Government based on merit at qualifying examination

☒

(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

01.11.2013

b) Date of last admission

13.12.2013

c) Date of closing of the academic year

31.10.2014

d) Total teaching days

160

e) Total working days

200



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.	18	172	190	2	17	19	16	155	171
M.Ed. (Full Time)									
M.Ed. (Part Time)									

4. Are there any overseas students?

Yes		No	√
-----	--	----	---

If yes, how many?

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

a) Unit cost excluding salary component

9157.98

b) Unit cost including salary component

99164.37

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

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

Programmes	Open		Reserved	
	Highest (%)	Lowest (%)	Highest (%)	Lowest (%)
D.Ed.				
B.Ed.	97	50	83	38
M.Ed. (Full Time)				



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

Yes

√

No

8. Does the institution develop its academic calendar?

Yes

√

No

9. Time allotted (in percentage)

Programmes	Theory	Practice Teaching	Practicum
D.Ed.			
B.Ed.	72%	18%	10%
M.Ed. (Full Time)			
M.Ed. (Part Time)			

10. Pre-practice teaching at the institution

a) Number of pre-practice teaching days

9

0

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

3

0

11. Practice Teaching at School

a) Number of schools identified for practice teaching

2

5

b) Total number of practice teaching days

4

0

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

4

0



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

No. of Lessons In
simulation

No. 10

No. of Lessons Pre-practice
teaching

No. 30

12. Is the scheme of evaluation made known to students at the beginning of the academic session?

Yes

√

No

13. Does the institution provide for continuous evaluation?

Yes

√

No

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

Programmes	Internal	External
D.Ed.		
B.Ed.	50%	50%
M.Ed. (Full Time)		
M.Ed. (Part Time)		

15. Examinations

a) Number of sessional tests held for each paper

0

3

b) Number of assignments for each paper

0

2



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

	Yes	No
Computers	√	
Intranet	√	
Internet	√	
Software / courseware (CDs)	√	
Audio resources	√	
Video resources	√	
Teaching Aids and other related materials	√	
Any other (specify and indicate)	Visualiser, LCD, LED Projectors, OHP etc	

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

Yes	√	No	
-----	---	----	--

Number	7
--------	---

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

Yes	√	No	
-----	---	----	--

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

Compulsory

√

 Optional

--



Criterion III: Research, Consultancy and Extension

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

Number	5	31.5	%
--------	---	------	---

2. Does the Institution have ongoing research projects?

Yes	√	No	
-----	---	----	--

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

Funding agency	Amount (Rs)	Duration (years)	Collaboration, if any
UGC Minor Project	80000	1.5	NA
UGC Minor Project	80000	1.5	NA
UGC Minor Project	50000	1.5	NA
UGC Minor Project	75000	1.5	NA
UGC Minor Project	150000	1.5	NA
UGC Minor Project	130000	1.5	NA

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

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

1

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

○ Teachers are given study leave

√

○ 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.

2

b. M.Phil.

2

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	✓		7
National journals – referred papers	✓		38
Non referred papers			
Academic articles in reputed magazines/news papers	✓		8
Books	✓		2
Any other (specify and indicate)			

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

Yes

☐

No

✓

Number

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

Faculty

Students

National seminars

43

8

International seminars

10

2

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

✓

Print materials

✓

Non-print materials (e.g. Teaching

✓

Aids/audio-visual, multimedia, etc.)

✓

Digitalized (Computer aided instructional materials)

✓

Question bank

✓

Any other (specify and indicate)

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

Yes

✓

No

If yes, indicate the nature of the post.

Full-time

☐

Part-time

☐

Additional charge

✓

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

Yes

☐

No

✓

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

Yes

☐

No

☐

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

5



16. Does the institution provide consultancy services?

Yes

√

No

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

NA

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.)

4337.82

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

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

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

24

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

224422.00

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

224422.00

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

381931.00



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

1250000.00

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

Yes

☐

No

✓

9. Total number of posts sanctioned

Open

Reserved

Teaching

17

Non-teaching

14

10. Total number of posts vacant

Open

Reserved

Teaching

1

Non-teaching

0

11. a. Number of regular and permanent teachers

Open

Reserved

(Gender-wise)

Assistant Professor

M	F	M	F
3	7	0	1

Associate Professor

M	F	M	F
3	2	0	0

Professors

M	F	M	F

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

Open

Reserved

Assistant Professor

M	F	M	F
0	1	0	1



Associate Professor

M	F	M	F

Professors

M	F	M	F

c. Number of teachers from

Same state

18

Other states

0

12. Teacher student ratio (program-wise)

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

13. a. Non-teaching staff

Open

Reserved

Permanent

M	F	M	F
7	3	2	2

Temporary

M	F	M	F

b. Technical Assistants

Permanent

M	F	M	F

Temporary

M	F	M	F



14. Ratio of Teaching – non-teaching staff

8 : 7

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

73.9%

16. Is there an advisory committee for the library?

Yes

✓

No

17. Working hours of the Library

On working days

9.00 A.M to 5.00 P.M.

On holidays

9.30 A.M to 4.30 P.M.

During examinations

9.00 A.M to 5.00 P.M.

18. Does the library have an Open access facility

Yes

✓

No

19. Total collection of the following in the library

a. Books

11700

- Textbooks

4000

– Reference books

653

b. Magazines

10

e. Journals subscribed

22

- Indian journals

– Foreign journals

3



f. Peer reviewed journals

4

g. Back volumes of journals

250

h. E-information resources

- Online journals/e-journals

3000

- CDs/ DVDs

152

- Databases

1

- Video Cassettes

- Audio Cassettes

20. Mention the

Total carpet area of the Library (in sq. mts.)

211.7

Seating capacity of the Reading room

60 + 30

21. Status of automation of Library

Yet to intimate

☐

Partially automated

☐

Fully automated

√

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

Circulation

√

Clipping

√

Bibliographic compilation

√

Reference

√

Information display and notification

√

Book Bank

√



Photocopying

√

Computer and Printer

√

Internet

√

Online access facility

√

Inter-library borrowing

☐

Power back up

√

User orientation /information literacy

√

Any other (please specify and indicate)

☐

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

160

Maximum number of days books are permitted to be retained

by students

10

by faculty

30

Maximum number of books permitted for issue

for students

4

for faculty

10



Average number of users who visited/consulted per month

250

Ratio of library books (excluding textbooks and book bank facility) to the number of students enrolled

1 : 50

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

3%

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

	I		II		III	
	Number	Total cost (in Rs.)	Number	Total cost (in Rs.)	Number	Total cost (in Rs.)
Text books	70	51197	48	40421	88	96939
Otherbooks	15	17863	30	16002	30	25172
Journals/ Periodicals	25	14135	0	0	10	4265
Thesis	13	0	20	0	30	0
e-resources	15	0	17	0	10	0



Criterion V: Student Support and Progression

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

Programmes	Year 1	Year 2	Year 3
D.Ed.			
B.Ed.	0.01%	0.005%	0.016%
M.Ed. (Full Time)			
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?

14

3. Does the institution offer Remedial instruction?

Yes	√	No	
-----	---	----	--

4. Does the institution offer Bridge courses?

Yes		No	√
-----	--	----	---



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

	UG			PG			M. Phil		
	I	II	III	I	II	III	I	II	III
Pass percentage	99	100	97						
Number of first classes	125	122	153						
Number of distinctions	51	51	27						
Exemplary performances (Gold Medal and university ranks)	III Rank								

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

NET
SLET/SET
Any other (specify and indicate)

I	II	III
2	5	5
1	4	3

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

Financial Aid	I	II	III
Merit Scholarship			
Merit-cum-means scholarship			
Fee concession	116	121	131
Loan facilities			
Any other specify and indicate			

(Additional rows may be inserted as per requirement)



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

Yes		No	√
-----	--	----	---

9. Does the institution provide Residential accommodation for:

Faculty

Yes		No	√
-----	--	----	---

Non-teaching staff

Yes		No	√
-----	--	----	---

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

Yes	√	No	
-----	---	----	--

If yes, number of students residing in hostels

Men

0

Women

19

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

Sports fields

Yes	√	No	
-----	---	----	--

Indoor sports facilities

Yes	√	No	
-----	---	----	--

Gymnasium

Yes	√	No	
-----	---	----	--

12. Availability of rest rooms for Women

Yes	√	No	
-----	---	----	--

13. Availability of rest rooms for men

Yes	√	No	
-----	---	----	--

14. Is there transport facility available?

Yes		No	√
-----	--	----	---



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

Yes	√	No	
-----	---	----	--

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

	Organised			Participated		
	Yes	No	Number	Yes	No	Number
Inter-collegiate		√		√		3
Inter-university		√		√		1
National		√				
Any other (specify and indicate)						

(Excluding college day celebration)

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

	Participation of students (Numbers)	Outcome (Medal achievers)
State		
Regional	10	
National		
International		

18. Does the institution have an active Alumni Association?

Yes	√	No	
-----	---	----	--

If yes, give the year of establishment

1995



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	30%	35%	26%
Employment (Total)	51%	72%	90%
Teaching	40%	55%	72%
Non teaching	11%	17%	18%

23. Is there a placement cell in the institution?

Yes

√

No

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

1	2	3
51	72	90



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

	Yes	No
• Academic guidance and Counseling	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• Personal Counseling	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• Career Counseling	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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	Bi annual
Staff council	Monthly
IQAC/or any other similar body/committee	Monthly
Internal Administrative Bodies contributing to quality improvement of the institutional processes. (mention only for three most important bodies)	
Planning Board	Quarterly
Library Committee	Quarterly
Student Union	Monthly



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

Loan facility	Yes	√	No	
Medical assistance	Yes	√	No	
Insurance	Yes	√	No	
Other (specify and indicate)	Yes		No	

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

3	4	3
---	---	---

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 organisation

3

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

National			
International			

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

3	2	2
---	---	---

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

5	3	4
---	---	---



e. Research development programmes attended by the faculty

5	4	5
---	---	---

f. Invited/endowment lectures at the institution

5	4	3
---	---	---

Any other area (specify the programme and indicate)

--	--	--

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

a. Self-appraisal

Yes	√	No	
-----	---	----	--

b. Student assessment of faculty performance

Yes	√	No	
-----	---	----	--

c. Expert assessment of faculty performance

Yes	√	No	
-----	---	----	--

d. Combination of one or more of the above

Yes	√	No	
-----	---	----	--

e. Any other (specify and indicate)

Yes		No	
-----	--	----	--

7. Are the faculty assigned additional administrative work?

Yes	√	No	
-----	---	----	--

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

Admission and Examination



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

Grant-in-aid	17101215
Fees	635500
Donation	398000
Self-funded courses	
Educational Scholarship	754258

9. Expenditure statement (for last two years)

	Year 1	Year2
Total sanctioned Budget		
% spent on the salary of faculty	73.9%	77.84%
% spent on the salary of non-teaching employees	16.8%	17.14%
% spent on books and journals	3.1%	0.8%
% spent on developmental activities (expansion of building)		
% spent on telephone, electricity and water	1%	1%
% spent on maintenance of building, sports facilities, hostels, residential complex and student amenities, etc.	1%	1%
% spent on maintenance of equipment, teaching aids, contingency etc.	0.5%	0.3%
% spent on research and scholarship (seminars, conferences, faculty development programs, faculty exchange, etc.)	2.5%	1.7%
% spent on travel		
Any other (specify and indicate)		
Total expenditure incurred	18841231	

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

Surplus in Rs.	Deficit in Rs.



11. Is there an internal financial audit mechanism?

Yes

√

No

12. Is there an external financial audit mechanism?

Yes

√

No

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

Administration

Yes

√

No

Finance

Yes

√

No

Student Records

Yes

√

No

Career Counselling

Yes

No

Aptitude Testing

Yes

No

Examinations/Evaluation/
Assessment

Yes

√

No

Any other (specify and indicate)

Yes

No

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

Yes

√

No

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

Yes

√

No



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

Yes

☒

No

☐

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

Yes

☒

No

☐

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

a) for teachers

☒

b) for students

☒

c) for non - teaching staff

☒

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

Yes

☐

No

☒

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

Yes

☒

No

☐

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

Yes

☒

No

☐



Criterion VII: Innovative Practices

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

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	1	0.53	14	7.37
b	ST				
c	OBC	2	1.05	54	28.4
d	Physically challenged	1	0.53	1	0.53
e	General Category	14	7.37	99	52.11
f	Rural				
g	Urban				
h	OEC	1	0.53	3	1.58

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

	Category	Teaching staff	%	Non-teaching staff	%
a	SC	1	5.56	1	7.14
b	ST				
c	OBC	1	5.56	3	21.43
d	Women	12	66.67	5	35.71
e	Physically challenged				
f	General Category	16	88.88	10	71.43
g	Any other(specify)				



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

Category	At Admission		On completion of the course	
	Batch I	Batch II	Batch I	Batch II
SC	100	100	100	95
ST				
OBC	100	100	95	91
Physically challenged				
General Category	100	100	93	97
Rural	85	87	82	87
Urban	15	13	15	13
OEC				

Criterion I

CURRICULAR ASPECTS



**CURRICULAR DESIGN
AND DEVELOPMENT**

ACADEMIC FLEXIBILITY

**FEEDBACK ON
CURRICULUM**

CURRICULUM UPDATE

**BEST PRACTICES IN
CURRICULAR ASPECTS**



CRITERION I: CURRICULAR ASPECTS

1.1 CURRICULAR DESIGN AND DEVELOPMENT

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

The objectives of the institution are built upon the vision of the founder His Grace Mar Thoma Dionysius, the great humanist and educationist and visionary of the Mount Tabor Diara. Mount Tabor is the hillock of transfiguration of Jesus Christ. So the vision and mission are aimed at the transfiguration process of individuals.

The Motto

**‘In thought faith,
In word wisdom,
In deed courage and
In life service’.**

The Vision

The vision of Mount Tabor Training College is to transform and transfigure the students to be empowered teachers who engage teaching as a service and sacrifice to save the learner from the darkness of evil and lead towards the light of wisdom

The Mission

- ❖ To equip the prospective teachers to become engaged citizens who are physically healthy, emotionally intelligent, personally effective, socially responsible, aesthetically sensitive, who have character, commitment and courage with global consciousness and local connectedness.
- ❖ To motivate the student teachers to become transformative teachers who demonstrate faith in their thought, wisdom in words, courage in deeds and service as a symbol of their life.
- ❖ To mould the self into fully functioning personalities who integrate cognitive and affective talents in the classrooms to make learning a pleasant experience for the learners.
- ❖ To extend the teacher education services to the community for the well being of the society.
- ❖ To explore the educational scenario to supplement, support and intervene in the educational sphere to make it more effective.
- ❖ To promote quality of teacher education in the light of a Christian understanding of the world and society



Objectives

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

- I. To enhance the physical, intellectual and moral growth of the teachers through curricular and co-curricular activities
- II. To promote social skills and values by ensuring community participation through extension activities.
- III. To develop leadership qualities and organisation skills among student teachers through student organisational activities.
- IV. To mould quality teachers having good character, integrity, commitment, enthusiasm and inspiration.
- V. To contribute to the knowledge society by enhancing the creative potentials of student teachers.

Major considerations to achieve objectives

Our college conducts a variety of educational seminars, community linkage activities, nature awareness programmes, teaching skills development programmes, career guidance and counselling sessions to make student teacher professionally competent with deep sense of commitment to their vocation.

Table 1.1.1. Objectives, domains of consideration and activities

Objective	Domains	Activity
I	Physical, intellectual, moral	Health education, Sports, Physical fitness programmes, Cognitive enrichment activities, Value education, Guidance & Counselling etc.
II	Social skills and values	Community living, social service, extension programmes, Life skill training, Environmental awareness programmes, personality enhancement activities etc
III	Organisational skills and Leadership	Students union, clubs, leadership training, School assembly practice. Batch wise/optional wise group programmes, Stage fright reduction training, Seminars, workshops etc.
IV	Quality teaching	Teaching skill training, practice teaching, interactions with teacher scholars, placement as teachers etc.,
V	Knowledge society	ICT integrated teaching, Professional learning communities, modernised library, creativity enhancement activities, student magazines, discussions on global trends, invited talks of scholars etc.



Strategies for achieving the objectives

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

➤ **Orientation programme - ‘Learning to Teach for Teaching to Learn’**

Every year college conducts a four day orientation programme titled ‘Learning to Teach for Teaching to Learn’ to familiarize the student teachers with the academic and professional aspects of the course. The entry-level knowledge and skills are assessed during this programme through Teaching Aptitude Test, English Language Ability Test and General Awareness Test. Their expectations about the college and the course are elicited and filed for follow up. Opportunities are also provided for their self expressions and creative talents.

➤ **Other Programmes based on institutional objectives**

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

- **Students’ Union**

The students’ union is the elected students ‘council for organising the students’ activities. It is a democratic body that plans, implements and monitors the student’s cultural programmes. The union conducts numerous programmes that start with an Inaugural ceremony. It conducts arts festivals, literary festivals, debates, exhibitions, visits, celebration of festivals, observation of important days, film festivals etc. The union presents its report during the College Day and officially terminates. This is the best platform for developing organisational and leadership skills.

- **Mar Gregorios Orthodox Student Movement (MGOCSM)**

A unit of MGOCSM, Student’s spiritual organisation of Malankara Orthodox Church is functioning in our college. The unit organizes weekly prayers and devotional talks on all Fridays at 12.30 p.m. The unit also organizes special prayer meeting and counselling before practice teaching and examinations. The leaders and selected members are provided opportunities to participate in state and national level conferences

- **Oratory Training Programme**

Oratory Training Programme (OTP) of the college won the NCERT National Award for the best innovative practices 2013-14. OTP is conducted on all working days to develop oratory skills like public speaking, effective communication and presentation skills. It gives training for delivering types of speeches like welcome speech, presidential address, vote of thanks, valedictory address and inaugural address. It is conducted on all working days at 1.45 pm. Students prepare on a specific topic, present it and get feedback from the students as well as from the teacher educators. This programme contributes a great extent to reduce stage fright and speech apprehensions.



- **Health and Physical Fitness Programmes**

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

- **Computer education**

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

- **Nature Club**

The Mount Tabor Nature Club, a unit of WWF India is functioning in our college. The college organises observance of environmental day, environmental conservation conscientisation rally, and nature camps. Innovative programmes to develop ecological conservation like debates, quiz programmes and environmental awareness programmes are organised by student teachers during practice teaching.

- **Class Clubs**

The college has class clubs for each optional subject. English club, Commerce club, mathematics club, Science club, and Social Science club. These clubs conduct seminars, debates and quiz competitions. Magazines are also published as part of the club activities

- **Community service programmes**

Every year under the leadership of the social service club, students visit places like home for the destitute, home for the mentally disabled etc. (Gandhi Bhavan, Asha Bhavan, Sanketham). Students distribute materials like soap, clothes and conduct various entertainment programmes for the inmates.

- **Community linkage activities**

The students actively participate in various community oriented programmes by cooperating with Local Self Government Organisation. The students conduct surveys on social issues, interact with community and make visits of specific places. The students as well as teacher educators serve as resource persons for various community centres

- **Financial supports**

The social service club 'Samanuaya' organize a fund collection programme 'Santhwanam' through a card collection by the students and teachers. The collected amount is distributed to the economically backward students. This instills values of fellow feeling and sharing.

- **Study tour / excursion**

Study tours are conducted to different places under the leadership of the faculty on optional basis for getting first-hand experience to the student teachers. Field work report is also submitted. General tours are organised with the cooperation of all students and staff.



- Celebrations /Observations on important days

Founders' day

Every year founders' day is celebrated on December 3rd and in connection with this, eminent personalities from various fields are invited to deliver the memorial lecture.

National science day

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

Women's day

Talks by renowned personalities, cultural activities, student's variety entertainment programmes are organised as part of it. Manuscript magazine like 'Penmayooram' are published.

Independence Day and Republic day

A flag hoisting ceremony followed by a pledge taking is conducted. Seminars, debates, talks and patriotic song competitions are also organised

Human rights day

Awareness classes on right and legal provisions are organised. Seminar presentation by students, poster presentations and exhibitions are also organised.

Onam

Onam is celebrated with great pomp and splendour. The 'Athapookalam, Vanchippattu, Tug of war, Uriyadi, Thiruvathira' and the day related specific cultural events are staged. Onam feast adds flavour to the Onam celebration.

Teacher's day

Teacher's day is celebrated on September 5th. An eminent teacher is invited every year to give teachers' day message. Students organize 'Gurupooja' to honour the teacher educators. On this occasion the students reflect the reminiscence of teachers who have influenced them.

Christmas

Christmas celebrations are organized by the MGOCSM unit. The college choir sings carol songs and our carol group visit all the neighbouring institutions in the campus to share the happiness and love of Christmas. Christmas message is given by a spiritual leader and variety programmes are conducted.

New Year

College celebrates New Year Programme with prayer service 'Lead Kindly Light'. Students take a New Year pledge and reflect their thoughts on past and future years. The 'New Year friend gift exchange' programme adds splendour to the occasion.

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



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

The academic year starts with an orientation programme. Entry level behaviour is assessed during the orientation programme through the following modes.

- Teaching Aptitude Test
- English Language Ability Test
- ICT Awareness Test

Following opportunities are provided to identify their needs during the preliminary phase.

- Self Introduction with talent show
- Oral/ written presentation on expectations from the College and Course
- Test on Secondary School Content Knowledge
- Parent teacher Interactions

During the course the need assessment is done as follows

- Feedback from students
- Analysing the class test/semester end test results
- Interacting with academic experts
- Interacting with parents
- Identifying the trends in Education

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

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

The college takes feedback from students, stakeholders, alumni, heads of practice teaching schools and teachers to analyze whether the stated objectives have been satisfied during the course of implementation. Suggestions and changes suggested by the teachers, stakeholders, and experts are collected and the feedbacks are communicated with the relevant agencies.

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

The present curriculum is in tune with the global trends in teacher education. To meet the emerging needs, the college organises the following programmes.

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



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

The institution ensures that the student community is sensitive and responsive to the national issues and it orients them towards addressing the major issues.

Programmes for promoting environmental consciousness

- World Environment day celebration
- Nature club activities and nature camp
- Nature trucks
- Environmental awareness programmes
- Seminars related to environmental issues
- Tree sapling planting programmes on World Environment day
- Documentary preparation and presentation
- Preparation of eco-friendly products
- Campus cleaning and beautification programmes

Programmes for inculcation of Values

- Seminars/debates on values
- Value integrated teaching
- Social service activities
- Value inculcation programmes in schools
- Invited talks on values
- Screening of value based videos and films
- Prayer and scripture reading from all religions
- Human rights day celebration
- Celebration of days of national importance• Blood donation campaign

Programmes for ICT experience

- Computerised library facilities with internet access
- Blog based learning
- Utilisation of software like quiz maker, hot potatoes, etc
- Use of LCD for taking classes/interactive white board
- Preparation of PowerPoint slides
- Educational CD's of secondary school syllabus

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

Teacher educators and student teachers actively use ICT for curricular planning.

- Preparation of the Teaching learning materials
- Clarification of curricular aspects
- Preparation of power point
- Preparation of documentaries
- Online interactions with experts
- Uploading and downloading of curricular materials.



1.2 ACADEMIC FLEXIBILITY

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

The college follows the curriculum in a flexible manner as to provide varied experiences to the student teachers. All the activities are focused towards forming and moulding the student teachers into committed and creative teachers. Student teachers are given professional training in teaching through the following measures.

- Student centered learning through active learning, process based learning, cooperative learning.
- Opportunities to acquire experiences by observing the demonstration classes of teacher educators, teacher experts and selected school teachers.
- Video reviews of expert teachers/student teachers to imbibe good practices.
- Micro teaching to acquire component skills of teaching through video recording and analysis which is followed by link practice.
- Real classroom experiences through criticism classes
- School induction program to observe classes of school teachers and get the direct experiences of school classroom
- Shared practices that support and supplements individual teaching competencies.
- Feedback from peers, teacher educators and subject teachers is added to the modification of teacher behaviour.
- Reflective journal prepared by the student teachers during teaching practice act as the best tool for reflective practice.
- Weekend reflective session by the optional teachers is used for monitoring and general reflection at the college is used for assessing and rectifying the teaching related activities

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

The institution provides ample freedom for making the operational curriculum flexible through the following varied learning experiences,

- Optional teachers are given freedom to transact the curriculum according to subject specific features and learner needs
- Sufficient flexibility with respect to time and space is provided in the transaction of curriculum
- Teacher educators are permitted with ample freedom to adopt instructional strategies according to the requirements of their discipline.
- Use various modes of assessment viz. observation of the class, written test of objective and descriptive type online and viva voce.
- Varied learning experience through the field activities such as Documentary preparation, Interview, surveys and field visits.

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



Table 1.2.1. Flexibility in Activities and Scope

Provisions for flexibility	Scope
Time table	More learner participation
Learning Strategies	Effective transaction of content
Class environment	Multiple learning experiences
Assessment	Ensure outcomes
Study tours	Subject specific experiences
Teaching practice schools	Effective teaching
Medium of practice teaching	Minimise language barriers
practicums	Research experiences
Socially useful productive works	Creative expressions

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

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

➤ Life skills training

The College organises programme for development of life skills such as problems solving skills, decision making, positive thinking, etc.

➤ ICT skills

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

➤ Communicative skills

The College organises lectures to student teachers in collaboration with TELC (Tabor English Language Club) to improve their communication skills. Oratory training programme conducted in the college helps to improve the oratory skills of student teachers. Language lab facility available in the computer lab also helps the student teachers to improve their communication.

➤ Community orientation programme

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

- visits to charitable institutions
- preparing documentary films on community related issues
- Preparing and distributing pamphlets on social awareness
- blood donation
- Social involvement in relevant occasions.



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

Interdisciplinary/multidisciplinary

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

During practice teaching student teachers observe the teaching of other peers and prepare peer review records.

Each subject club organises programmes and competitions like debate, paper presentation, quiz by ensuring the participation of students of all other subjects.

Multi-skill development

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

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

Inclusive education

Differently abled students are admitted and accommodated along with normal students.

The college ensures that the specific needs of such students are satisfied. Computer lab and the library are equipped with the software JAWS (Job Access With Speech)

The scribes for the visually handicapped are arranged and an extra time of 30 minutes is provided to such students during examination with the prior sanction of the University. The faculty takes special care of such students providing digitalised version of learning materials.

Practice teaching

Microteaching with video feedback improves the teaching skills of student teachers. After mastering the varied microteaching skills, the student teachers proceed with the link lesson practice.

Practice teaching is arranged in the second semester in which, the student teachers have to complete 40 practice lessons in the concerned optional subject and 2 lessons for health and physical education.

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

School experience / internship

In the first semester of the course, the student teachers undergo a school induction programme of 4 days duration, wherein they visit and acquire the experience of overall functioning of the school. During the first semester, each student teacher has to complete three lessons individually or as shared practice.



Work experience /SUPW

SUPW or work experience is provided through the practice of making handicraft works, creative and useful articles using waste materials. Students are also trained to prepare glass paintings, letter envelopes, ornaments made of newspaper, paper baskets and ropes from used plastic cover. These articles are displayed for the exhibitions.

Table 1.2.2 Activities for the inclusion of various curricular aspects

Inter disciplinary	Multi skill development	Inclusive education	Practice teaching	School experience	Work experience
General class structure with subject combinations	Micro teaching	Multi sensory teaching	Schools of preference	School induction programme	Campus beautification
	Oratory Training	ICT integration	Teaching of 40 lessons in subject	Practicum data collection	Paper/cloth/ beads work
General demonstrations	Communication skill training	Special seating arrangements	Shared teaching	Interaction with school mentors	painting/modeling/decorations
Cultural programmes	Literary festivals	Women Cell	Teaching of value education	School programme coordination	Cooking
Quiz, debates Discussions	Aerobics	JAWS for blind	Teaching of health education	School welfare activities	Social survey
General tours	Athletic meet	Remedial teaching	Achievement test & Diagnostic test		Awareness programmes
Peer review Video review	Arts festival	Additional time for work submission and exam			Plant sapling
	Students union				

Other Programmes

- Seminars/Workshops
- Extension activities
- Remedial coaching
- Value education
- Intercollegiate/Interschool competitions
- Counselling sessions
- Tutorials
- Coaching for NET/SET



1.3. FEEDBACK ON CURRICULUM

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

Institution takes feedback from various stakeholders and analyse it for improving.

- The academic results of the students are analyzed to understand the fulfillment of the stated objectives.
- Students are given opportunities to share their views orally.
- Mentoring sessions are arranged to communicate the difficulties of students regarding curriculum transaction.
- Alumni get together and PTA meetings are held occasionally to collect the feedback.
- Interface meeting with the heads of practice teaching schools and teachers are conducted to get feedback about the performance of students.

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

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

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

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

1.4. CURRICULUM UPDATE

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

The B.Ed. course of the University of Kerala has undergone a curriculum revision in 2013- 14. The major changes made in the revised curriculum are based on the modern trends in education.

- techno pedagogy
- credit and semester system
- grading system in evaluation
- Community Living camp
- SUPW



- Online learning supports

The above changes helped to improve the quality of teacher education in the following ways:-
The revised syllabus helped the student teachers to develop ICT knowledge, social skills, personal skills, practicing democratic living, and learning to live cooperatively.

As per the norms of the University practice teaching is conducted after a school induction programme. Before going for practice teaching student teachers have to take criticism lessons and micro-teaching lessons. Student teachers have to write discussion lessons and then observe demonstration classes. After these they are sent for practice teaching. Student teachers are given training to write lessons in different models of teaching.

They are to take classes using power point (ICT based lessons) and uploading of assignments and lesson transcripts in blog.

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

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

For curriculum revision the institution adopt certain strategies like need assessment of students, students' feedback, feedback from practice teaching schools, and other stakeholders.

Based on the need assessment and student's feedback the curricular areas for revision and updating are identified. The suggestions of teachers of practice teaching schools are positively handled for improvement. Possible domains are rectified within the institution by collaborative efforts. Drawbacks that require the attention of the university are brought to the attention of the university authorities.

1.5 BEST PRACTICES IN CURRICULAR ASPECTS

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

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

Table 1.5.1 Measures taken and quality enhancement for curricular aspects

Measures taken	Quality enhancement
Orientation programme	Familiarising the curriculum
Minimised general class strength (50)	Learner centred curriculum
Technology equipped classrooms	ICT integrated curriculum transaction
Technology training	Techno pedagogical skill acquisition
Micro teaching practice	Teaching skill acquisition
Shared Practice of teaching	Collaborative curriculum transaction
Communication Skill training	Effective presentation of content knowledge
Continuous and comprehensive evaluation	Curriculum outcome assessment
Community Living Camp	Social value of the curriculum
Practicums	Problem based Curricular approach
Updated Library	Curricular support reading



Modernised Seminar Hall	Media integrated curricular transaction
Equipped Laboratories	Hand on experiences of curriculum
Invited Talks by scholars	Clarifications about curricular areas
Tutorial sessions	Guidance for difficult areas of curriculum
Examination preparation classes	Reviewing the course content
Online learning supports	Updating and enrichment of curriculum
Feedback analysis	Revising the curricular areas.
Course outline preparation	Systematised curriculum transaction

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

The institution earnestly plans and implements many innovative programmes.

Table 1.5.1 Innovative practices in curriculum by student teachers and teacher educators

Student teachers	Teacher educators
Innovative works on subject	Application of modern classroom strategies
Survey on curriculum implications	Collaboration with experts of the University
Problem based practicums	Training in Curricular orientations
Field works	Workshops on curricular revision
Documentary preparation	Blogging
Media integrated teaching	Digital texts for learners
Blogging	ICT integrated curricular transaction
Online assignments	Extended classrooms to environment
Interactions with curriculum experts	Value integrated curricular transactions
ICT integrated lessons	Service to curriculum expert committees
	Representations in Academic bodies
	Adaptable curriculum practices based on needs and contexts



ADDITIONAL INFORMATION TO BE PROVIDED BY INSTITUTIONS OPTING FOR RE-ACCREDITATION/ RE-ASSESSMENT

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

The first assessment reports indicate many positive comments with reference to curricular aspects. The institution sustains those aspects with added enthusiasm.

The institution seriously considered the suggestions put forward by the Peer Team and measures were taken to address the issues.

Table 1.5.2 Suggestions by NAAC Peer Team and measures taken by the College

Peer Team suggestions	Actions taken by the College
<ul style="list-style-type: none">Use various means to assess the knowledge and skills of newly admitted students for the course.	<ul style="list-style-type: none">Entry level knowledge and skills are assessed during orientation programme.
<ul style="list-style-type: none">Use measures to identify educationally disadvantaged students and provide special assistance through special orientation programmes.	<ul style="list-style-type: none">Educationally disadvantaged students are identified through profile analysis, performance observation and personal interactions. Remedial programmes of individualised coaching are given. Learning materials are provided for these students
<ul style="list-style-type: none">Initiate inclusive education programme for differently abled students	<ul style="list-style-type: none">Differently abled students are admitted, special supports are provided and placement is monitored.
<ul style="list-style-type: none">Encourage faculty to prepare course outlines	<ul style="list-style-type: none">Faculty prepares course outlines in tune with the University syllabus.
<ul style="list-style-type: none">Prepare annual plan for the syllabi, indicating topics to be taught before and after teaching practice based on discussion among teachers.	<ul style="list-style-type: none">Annual plan is prepared by the Staff council through cooperative consultation with management and teaching practice schools.



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

The institution plans, implements and monitor many programmes for the quality improvement.

- Oratory training programme
- Orientation programmes
- Entry level knowledge and skill assessment
- Need assessment
- ICT integrated learning
- Training in modern instructional strategies
- Professional skill enhancement programme
- Learner centered pedagogical approaches
- Preparation of eco-friendly products
- Reflective practices
- Supports for differently abled students
- Value integrated teaching
- Preparation of documentary films on community related and environment related issues
- Social service activities
- Learning through community involvement (Community Living Programme)

The curricular and cross curricular competencies are enriched and supported through various measures so that the student teachers are equipped to become skilled individuals in their professional and personal life.

Criterion II

TEACHING, LEARNING AND EVALUATION



**ADMISSION PROCESS
AND STUDENT PROFILE**

**CATERING TO DIVERSE
NEEDS**

**TEACHING-LEARNING
PROCESS**

TEACHER QUALITY

**EVALUATION PROCESS
AND REFORMS**

**BEST PRACTICES IN
TEACHING, LEARNING
AND EVALUATION**



CRITERION II: TEACHING LEARNING AND EVALUATION

2.1. ADMISSION PROCESS AND STUDENT PROFILE

The college is a Government Aided Private institution running as per the rules and regulations stipulated by the Kerala University, National Council for Teacher Education (NCTE) and the Government of Kerala.

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

- The admission to the B.Ed. course is done through Centralized Allotment Process (CAP) by the government of Kerala as per notification published in the news papers, government website and LalBahadurSastri (LBS) centre, an agency of the government. The admission is monitored by the LBS. Only those students who scored 50% and above in the qualifying examinations (B.A./B.Sc./M.Com.) are eligible to apply.
- Blind students can approach the college directly for admission.
- The criteria of admission for the reserved category are done as per the government rules/university norms.
- The notification for admission under management quota is published in the college and also in some leading dailies. The admission for management quota is carried out by the governing board of the institution. The governing board prepares the list of candidates under management quota. Due consideration is given to the economically weak and socially backward students of all communities.

Table 2.1.1 Allotment of seats

Sl. No.	Category	Allotment (%)
1	General Quota	55
2	Management	15
3	Community	10
4	Scheduled Caste	15
5	Scheduled Tribe	5

The college admits students as per government/university norms and the procedure is recorded ensuring transparency.



2.1.2 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 the course mentioning the time and mode of admissions are posted in the LBS/college website. A prospectus is made available through Government website. The prospectus provides details regarding the course, rules and regulations and a general introduction to the course.. All students admitted to the course in the college are provided with the prospectus, college calendar with course curriculum and time schedule. Information pertaining to these areas is accessible for perusal in the institutional website: www.mounttabortrainingcollege.edu.in

2.1.3 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 college staff council meets prior to admission to discuss admission matters and to ensure equity and transparency. The staff council forms an admission committee to monitor the admission process.

Table 2.1.2 Composition of the Admission Committee

S.No.	Category	Status
1	Manager	Chairman
2	Principal	Convener
3	Staff Secretary	Member
4	Faculty Representative	Member
5	Office Superintendent	Member



2.1.4. 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, and religious, gender, and linguistic backgrounds and physically challenged.

Students from all over Kerala belonging to diverse economic, cultural, religious, gender, linguistic backgrounds and physically challenged are admitted and retained in the college by providing needed supports

Table 2.1.3 Districtwise enrolment

Year	Ktm	Ekm	Pta	Klm	Plgt	Wnd	Mpm	Tvm	Knr	Ksgd	Tsr	Kzd	Apy	Total
2010-11	-	-	45	112	8	1	6	6	6	2	4	6	1	197
2011-12	1	3	30	102	5	-	15	6	11	3	-	6	1	183
2012-13	-	-	44	126	5	-	-	4	9	2	2	-	1	193
2013-14	4	3	45	119	3	1	6	2	4	-	1	1	1	190

Table 2.1.4 Genderwise and religionwise enrolment

Year	Male	Female	Total	Hindu	Christian	Muslim	Total
2010-11	21	176	197	141	30	26	197
2011-12	16	167	183	123	33	27	183
2012-13	13	180	193	125	44	24	193
2013-14	19	171	190	110	48	32	190



Table 2.1.5 Student enrolment showing other areas of equity (Minority, SC, OEC,OBC, Blind)

Year	SC	OBC	OEC	Minority	Blind
2010-11	28	102	1	56	-
2011-12	15	92	2	60	-
2012-13	12	60	6	68	-
2013-14	15	56	4	80	2

Various strategies are used for retaining the students admitted in the college.

Strategies to meet economic backwardness

- Economically backward students are supported by various scholarships.
 - Concessions of Kumara Pillai Committee Report of the state
 - Harijan welfare department Scholarship for SC/ST students
 - C. H Mohammed Koya Scholarship
 - Paloli Mohammed Kutty Scholarship
 - Muslim Girl Students Scholarship
 - Blind Students Scholarship

The college management gives relaxation and concessions in the submission of fees for these hostel students. The 'SANTHWANAM' programme gives financial aid to all needy students. They are also exempted from paying fees for uniforms/records/feast and celebrations.

Strategies to meet cultural and religious diversities

- Artistic performances of all regions of the state, celebration of various regional festivals and cultural identities of various districts are expressed with great enthusiasm to feel the cultural unity in its diversity. In order to uplift the socially deprived students, remedial coaching is given.
- The institution maintains a secular atmosphere in the campus. Reading's from Holy book of all religions is encouraged for daily Morning Prayer service. College celebrates all religious festivals. Provision is given for all communities to conduct their prayer services on special days.



Strategies to meet gender diversities

- Our college is a co-educational institution with majority of women students. A women's cell is functioning in the college for capacity building among women. The college union has a vice chairperson and two batch representatives post exclusively for women. There are separate rest rooms for men and women. There is a women's hostel nearby to the college and facilities are arranged for men students for home stay.

Strategies to meet linguistic diversities

- The medium of instruction is English and we promote use of English language. But the University of Kerala permits students to write examinations in Malayalam also. So teachers transact curriculum in Malayalam for those who prefer Malayalam. For those students, who are weak in English language remedial classes in Communicative English are given.

Strategies to meet the needs of physically challenged

- The college shows special affinity towards the physically challenged. All staff and students are given instruction in dealing with these students. So the college takes the collective responsibility to help them. Special seating arrangements in classes and convenient schools during practice teaching period are provided. Special learning software like JAWS (for the Blind) are also provided.

2.1.5 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.

The institution assesses the needs and interests of the students during the initial phases. An orientation programme (Learning to Teach for Teaching to Learn) is conducted to identify their needs and skills and to lead them towards the course.

- All are given opportunity to present their perceptions on teaching and their expectations from the course. They are free to express their views about the teaching profession. They analyze the self and share their level of knowledge and skills related to teaching.
- Teaching aptitude is assessed using an Aptitude test prepared by the college.
- Language skills are assessed through Language tests.
- Self introduction and talent search programmes are conducted to identify their skills.



The schedule of the Orientation Programme is generally as follows

Table 2.1.6 Orientation Programme (Learning to Teach for Teaching to Learn)

Day	Activities
Day I	<ul style="list-style-type: none">Inauguration of the CourseFamiliarising the vision and mission of the CollegeIntroducing the Management, Faculty and other Staff of the CollegeInteraction with PTA
Day II	<ul style="list-style-type: none">Introduction to B.Ed. Course by the PrincipalPresenting the rules and regulations of the collageIntroduction to co curricular activitiesTeaching Aptitude TestGroup Discussion on Teacher rolesSelf IntroductionHome Task- Write up on My expectations from Mount Tabor
Day III	<ul style="list-style-type: none">Session on Teacher PersonalityEnglish Language TestRole Play- Teacher RolesSelf IntroductionFamiliarising the Institutional Complex-visitsHome Task-SWOT Analysis
Day IV	<ul style="list-style-type: none">Session on Health and Physical fitness/ Aerobics/YogaICT Awareness TestLibrary familiarisationOptional Class familiarisationWork experience activitiesHome Task- Creative Expressions



2.2 CATERING TO DIVERSE NEEDS

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

Conducive academic climate is maintained by utilizing the academic caliber and interpersonal skills of the faculty with support of the management. The various strategies adopted for promoting effective learning are as follows.

- Student expectations on expected outcomes are collected during initial phase of the course and activities are planned in accordance to cater to their visions.
- An orientation programme for 4 days is given to make them familiarize with the institution, curriculum, peers and the educational complex.
- Students are encouraged to organize, participate and experience the curricular and co-curricular activities matching their needs and interests.
- Intellectual development is fostered through conducting seminars, workshops, discussions, debates and individual activities.
- Emotional development is ensured through cordial and friendly approaches of the staff and peers. Counselling is provided for those who need emotional supports.
- Social development is promoted through extension activities and encouraging their social skills as teachers.
- Physical health and fitness programmes of the college motivate them to maintain good physical health status.
- Spiritual development is supported with the spiritual ambiance of the institution and also by various activities that cater to the spiritual needs.
- Internal conflicts, unhealthy competitions and other internal threats are carefully handled during tutorial sessions.
- Dress code of the college ensures the uniformity in appearance among the learners by reducing the gap between haves and have-nots.

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

The diverse needs of the students are identified at the beginning of the academic year through tests of entry level behaviour. The needs are continuously identified through their feedback and appropriate provisions are made to satisfy these needs.



- Employing various teaching methods like lecturing, demonstrations, discussions, Role-play and CAI to cater the learning needs of students.
- Using English as the medium of instruction and mother tongue for clarification of doubts to satisfy their language related needs
- .Permitting to write the examination both in English and Malayalam to improve their performance in examinations.
- Providing curriculum materials in printed forms and online.
- Conducting regular co -curricular activities ensuring the participation of all.
- Allotting convenient schools nearer to their residence for practice teaching.
- Giving options for selecting own problem area for practicum works.
- Extending time schedule to pay fees for the economically backward students.
- Scholarships for deserving students.

Table 2.2.1 Diversity in needs and strategies to meet

Need domains	Strategies
Economic	Fee Concessions Scholarships
Academic	Multiple Instructional Strategies Remedial Classes Enrichment Activities Continuous assessment Retests for absentees/low scorers Well equipped Library Computer/Technology/method labs
Linguistic	English language skill acquisition activities Reading Skill Training Multi linguistic instructional approaches
Cultural	Co curricular activities Celebration of national/ regional/local festivals



	Community oriented activities Study tours and field trips College/university level Arts festivals
Gender	Gender sensitization programmes Safety campus Cordial coeducation experiences Women Cell
Psychological	Value Education Counseling sessions Tutorials Home visits and supports Individual attention and care
Religious	Spiritual conscientisation Celebration of religious festivals Prayer service facility Special provision on Friday for religious needs

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

The teacher educators ensure that the student teachers understand the diversity and equity in teaching learning process by envisioning the following strategies.

- All teacher educators are given charges for various clubs and programmes and student teachers work under their leadership for effective functioning of these activities.
- All teacher educators are encouraged to handle general papers so that they get acquaintance with all student teachers. Thus the teacher educators demonstrate the equity and diverse skills in teaching.
- Teacher educators use participatory approaches in classrooms for curriculum transactions like cooperative and collaborative strategies.
- Student teachers are encouraged to plan activities for Children With Special Needs (CWSN) while they go for practice teaching so that no child is ignored.
- Student teachers are trained to identify the learning styles of learners and plan strategies for all categories of learners.



- All student teachers are encouraged to cooperate with charity projects and the collected money is given to the economically weaker ones. Opportunities are provided for the student teachers to visit homes for the destitute and homes for the disabled etc.
- Remedial teaching is given for academically weak learners.
- Arranging interactive sessions on legal awareness, human rights education, inclusive education and other related talks to enable the student teachers familiarize with the concept of equity.

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

The institution encourages teachers to become knowledgeable and sensitive to attend the diverse needs of student teachers.

- All teacher educators are directed to keep a record on the learners profile for identifying their needs.
- Teacher educators periodically collect feedback from students regarding their views and expectations and rectify and modify strategies for satisfying their needs
- The grievance redressal forum continuously checks the grievances of students and solves them amicably.
- The Principal and management monitor the teacher-student relationship and ensure impartial behaviour from teachers.
- The institution renders academic freedom to all teacher educators to attend state level/ national level seminars and workshops to update their knowledge and plan strategies to cater to the diverse student needs.

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

- People from different walks of life including disabled are invited to the college and students interact with them to identify the ways by which they survive and get motivated through it.
- Student teachers conduct various surveys and visits to comprehend the pluralism in the society.
- Seminars and discussions are conducted for student teachers on inclusion and related aspects.
- Student teachers are trained to use ICT effectively for the disabled category of learners.
- Special orientation is given before the practice teaching period to make them aware of the emotional problems of the diverse category of learners and motivate them to become empathetic with all.



- During practice teaching period the student teachers interact with the special education teachers and school specialists to become more knowledgeable in handling CWSN.
- Student teachers prepare remedial teaching materials, individualised instruction modules and other audio visual learning materials for catering to the needs of students.

2.3. TEACHING- LEARNING PROCESS

2.3.1 .How does the institution engage students in active learning?

- The institution fosters meaningful learning among learners through their active participation in the learning process.
- All teachers conduct group discussions, seminars and brain storming to make each learner active in the classroom.
- The students are encouraged to prepare lecture notes while the teacher explains the content in the classroom.
- Student teachers are motivated to ask questions for clarification and this makes teaching a two way process.
- The well equipped library with its internet facility is available for all. The Inlibnet facility in the library facilitates access to reading materials
- Students are also encouraged to use computer cum ICT lab to prepare e- learning materials and they present it before the class.
- Active learning is also promoted through study tours, field trips, exhibitions and community development programmes.
- Individual practicum and group projects are done to satisfy the curricular requirements.
- Team teaching is effectively practiced during the school visit.
- Simulations are used for presenting teaching skills and class management.
- Active learning is ensured by continuous assessment in the classroom.



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

Teaching at teacher education level is aimed at student centered programmes to make them independent learners who know the process of 'learning to learn'. Students have freedom in the planning and selection of activities as per their needs.

Participatory learning activities

- Co-operative learning strategies
- Small group discussions
- Seminars
- Projects
- Individual tutorials
- Projects
- Preparation of audio-visual aids
- Brain storming sessions
- Lecture cum discussion method
- Preparation of learning materials
- Practice to use new technology
- Buzz sessions
- Web-based learning and e-learning
- Micro teaching and peer teaching activity
- Blog-assisted learning
- Experiments in psychology and science
- Inter and intra collegiate cultural and sports events
- Preparation of ICT enabled courseware and packages
- Development of models of teaching
- Socially useful productive works
- Preparation of class magazines
- Preparation of school magazines in teaching practice period
- Observation and celebration of important days.



- Skill development programmes in stitching, cooking, book binding, painting etc.
- Oratory training programme
- Aerobics

Table 2.3.1 Activities for self management of knowledge and skill development

Self management of knowledge	Skill development
Note preparation	Micro teaching practice
Test participation	Demonstration class observation
Doubts clarification	School real class observation
Seminar participation	Video review
Individual practicum	Teaching practice
Library Utilisation	Peer class review
ICT Usage	Field trips
Lesson manual preparation	Communication enhancement programmes
Peer tutoring	Oratory training
Remedial class participation	Sports
Enriched activities	Aerobics/yoga
Magazine Articles	Computer training
Classroom teaching for School	Work experience

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

Various models of teaching are used for effective learning. Each optional class selects relevant models for their subjects and prepares teaching manual based on these models.

College gives training in the following models.

- Advance Organizer Model
- Concept Attainment Model
- Inquiry Training Model
- Jurisprudential Inquiry Model



- Cooperative learning Model
- Problem Based Learning Model
- Constructivist Model
- Investigatory model
- Guided discovery models
- Synectics Model
- Gagne's hierarchical Model
- Programmed Learning Model
- Direct Instruction Model
- Mnemonics Model
- Inductive Thinking Model
- Role Play Model
- Cognitive Apprenticeship Model

Innovations by student teachers

After teaching the various models of teaching, students are encouraged to develop their own models as per the need of the discipline and they develop Blended Models by mixing different models for transacting various concepts. They have added e- content with these models and this blended model with technology aided model is found to be very interesting for students.

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

- There are two days' workshops for training in models of teaching. Demonstration classes are conducted in various models of teaching. Student teachers are encouraged to write as many lessons as possible in model format.
- Usually students prepare a minimum of 15 lessons in various models.



2.3.5 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.

The micro teaching workshop is the prime teaching skill training practice of the college.

Following are the list of skills practiced.

- Skill of set induction
- 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 and probing questions
- Skill of fluency in questioning
- Skill of reinforcement
- Skill of using teaching aids
- Skill of communication
- Skill of using ICT

Skills are presented in simulated conditions which the students observe the video of demonstrations and assess the (strength and weakness) student teachers. The criticism session is conducted using observation schedules by the teacher educators and peers. The class is video recorded and is presented for self analysis. After the feedback discussion the session is repeated for the same skill so that proficiency in that particular skill is acquired. Each student has to practice maximum number of skills as time permits and then conducts the link practice.



Table 2.3.2 Class structure for micro teaching processes

Process	Class structure
Introduction to teaching skills	General Hall
Familiarising each skill	General Hall
Identifying component skills	General Hall
Demonstrating component skills(live/ video)	General /optional subject
Assimilating micro lesson plans of skills	General /optional subject
Familiarising the Feedback strategies	General Hall
Preparation of micro lesson plans	Optional –small groups
Practicing the skills	Optional –small groups
Video recording of skill practice	Optional –small groups
Repeating the skill practice	Optional –small groups
Recording the procedure	Optional subject
Refection	General Hall
Link practice	Optional subject

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

Teaching Practice Sessions

All student teachers are to prepare lesson plans individually and get it signed by the teacher educator and school teacher before practicing in the class.

- Minimum three shared lessons by a small group of three student teachers.
- Minimum 40 individual lessons in the subject emphasis should be given to ICT integrated lessons and model based lesson plans.
- Minimum 3 lessons in health and physical education.
- Minimum 3 interactions to administer tools and collect data for the practicum works



Teaching Practice Monitoring

- School visit and monitoring is done by the principal
- Minimum 3 classes are observed by teacher educator in the subject
- Minimum 1 class is observed by each general education teachers
- School teachers as mentors ensure their presence in all classes to supervise and guide student teachers
- Peer review of the classes is done by peer student teachers.
- Teacher educators use special feedback schedules and record it.
- Teacher educators make special visits to schools to rectify the lesson plans written by student teachers.
- All student Teachers assemble in the college on Saturdays for getting general feedback from teacher educators and to share reflections.
- A reflective journal is kept by all student teachers; it acts as tool of self analysis and self monitoring.

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

The Block Teaching Practice is conducted for a period of 40-45 days so that the student teachers can transact minimum 40 lessons in the subject. This is to be completed in a single spell during July –August. In addition to this student teachers are directed to engage in many other activities of the school. The Block Teaching includes following teaching related tasks.

Table.2.3.3 Block Teaching Processes

S. No.	Activity	Purpose
1	Subject teaching	Practice Pedagogical Content Knowledge
2	Value education Class	Imparting values
3	Club Activities	Acquiring organisational skills
4	Cultural programmes	Promoting cultural talents
5	Student interactions	Collecting data for practicum
6	Teacher interactions	Updating pedagogical knowledge
7	Cleaning/beautification of school	Developing dignity of labor
8	Material Contribution to school	Promoting the welfare of school
9	Peer review	Developing the skill of analysis/motivate peers
10	Diagnostic/ Achievement tests	Familiarising test preparation process

Internship is not practiced since the University not yet included this in the course.



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

The practice teaching sessions/plans are developed in partnership co-operatively involving the school staff and mentor teachers.

- A school link committee is formed in the beginning of the course to coordinate activities linked the school.
- It contains teacher educators and administrative staff and the college union members.
- The committee interacts with the students to collect their preferences in the selection of schools for teaching practice in Kollam and Pathanamthitta district.
- The committee under the guidance of the principal contact with the selected schools for getting permission and arranging convenience in schools.
- After getting permission the committee visits various schools and submits the attendance books and feedback schedules for class observation.
- The committee meets the subject teachers and request their help to those student teachers who require special needs like physically ill and disabled.
- Skilled teachers /SRGs /DRGs are selected from these schools to conduct demonstrations classes and interactive sessions are conducted to make student teachers familiarise with the content transaction and class management.
- Three day school acquaintance programme is conducted for the student teachers to see and experience the current nature of the classrooms and curriculum transactions. They attend the classes of school mentors and assimilate the strategies of subject teaching.
- Student teachers organise school assembly, club activities and cultural programmes under the direction of the school authorities.
- Interface meetings with the heads of teaching practice schools are conducted
- Approval of lesson plans and observations of classes by concerned subject teachers of the school.
- Evaluation of classes by the subject teachers of the school.
- Discussion by the teacher educators with the school teachers regarding the teaching performance of each student teacher.



Table 2.3.4 Composition of School Link Committee

Sl.No.	Member	Assignment
1	Principal	Convening the facilities
2	Staff Secretary	Communicating the students/preliminary visits
3	Faculty	List preparation and communications
4	Student representative	Interacting with students to collect opinions
5	Office assistant	Timetable/Attendance register/Letters to schools

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

Student teachers are prepared for managing the diverse learning needs of students by empowering them with needed knowledge, skills and attitudes on diversity.

- Necessary knowledge is imparted through the curriculum transaction of the related topics on individual differences, theories of personality, theories of intelligence, inclusive education, learning styles etc.
- Films like ‘Vaadhiyar’, ‘Three Idiots’ and ‘Manikkyakkallu’ etc. having educational significance in related areas are shown and discussions are conducted to give them true perceptions and positive attitude towards issues related to diversity in education.
- Interactive sessions are conducted with resource persons from special education fields to get more conceptual understanding and practical aspects
- Necessary skills are developed through micro teaching sessions and scaffolding skills are ensured among them for effective inclusion of learners.
- Student teachers are encouraged to imbibe human values that reflect empathy, affection and care for those who are different from us especially who shows certain deficiencies.
- Student teachers are encouraged to use multi sensory teaching aids.
- Student teachers are given opportunities to share their experiences in weekly reflection session of the college and applause is given for those who contribute for the children with special education needs
- Student teachers interact with the specialists of the schools who attend children with difficulties and become more equipped by receiving their suggestions.



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

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

- The theoretical foundations of ICT are given and lab experiences are provided to make them skilled in the preparation and use of e - materials.
- ICT integrated demonstration classes are given.
- ICT enabled lessons are prepared in small groups and practice within the institution
- All students are instructed to practice a minimum of 10 ICT assisted lessons during practice teaching period.
- Online submissions of assignments are encouraged.
- Developing their own blogs and web pages.
- Student teachers are encouraged to integrate their teaching with ICT period of the schools with the assistance of Computer Instructors of schools.

2.4 TEACHER QUALITY

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

The practice teaching plans are developed co-operatively involving the school staff.

The staff council representatives of the college meet the school staff secretary in advance to arrange the practice teaching period. Details are given in 2.3.8.

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

Usually a group of minimum two student teachers of each subject goes to a school. Since shared practice is a compulsory element in practice teaching small group from each optional subject is formed.

The decision is taken on the basis of the following criteria



- Availability of optional subject periods in the school
- Availability of English/Malayalam medium divisions according to the priority of student teachers.
- Proximity of students' residences
- Request from schools for specific subject teachers.
- Priority is given to government rural schools.
- Commerce optional students are sent to higher secondary schools only since commerce is not a subject till 10th STD.

2.4.1 Teaching practice schools and Districts

School	District
MountTabor GHS, Pathanapuram	Kollam
St. Stephen's HSS, Pathanapuram	Kollam
Govt. HSS, Kalanjoor	Pathanamthitta
Govt Vocational HSS Koodal	Pathanamthitta
Marthoma HS, Kottarakara	Kollam
Govt HSS, Pattazhy	Kollam
Gurudeva HS, Piravanthur	Kollam
Govt Boys' HSS Punalur	Kollam
Govt Vocational HSS Punalur	Kollam
CAM HS, Salempuram	Pathanamthitta
Govt HSS, Anchal East	Kollam
Govt HSS, Anchal West	Kollam
St. Goretti HS, Punalur	Kollam
SKV HSS Kottarakkara	Kollam
Govt Boys' HSS Kottarakkara	Kollam
Govt Girls HS Kottarakkara	Kollam
St Mary's HSS Kizhakketheruvu	Kollam
Boys' HSS Kadampanadu	Pathanamthitta
Girls' HSS	Pathanamthitta



Govt H S Maroor	Pathanamthitta
Govt H S S,Konni	Pathanamthitta
C.T. Eapen Memorial HSS Sasthamkotta	Kollam
Govt VHSS Elamannoor	Pathanamthitta
Govt.HSS Punnala	Pathanamthitta
Catholicate HSS Pathanamthitta	Pathanamthitta

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

Student teachers are given continuous feedback to improve their performance through various modes.

- Regular feedback by the school mentor
- Feedback by peer student teachers(Minimum of 3 peer review)
- Feedback by teacher educators (Minimum6; 3 by subject teacher & 3 by general teachers)
- Feedback by students of the class
- Self analysis/reflection

Student teachers continuously collect feedbacks through the above modes and they receive guidance from school subject teachers and supervising teacher educators for performance appraisal. They prepare reflective journals with reflection- on- action and reflection- for- action. Through this they self monitor their performance. Thus the student teachers become able to improve their performance by collective feedback mechanism.

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

- Student teachers get a general overview of the school policy directly from the authorities of the school through school acquaintance programme. Interaction with the head of the institution is an important phase of the school visit.
- All student teachers review the school history, school records and school culture and facilities during the school visit period which is planned in advance of the practice teaching process. They interact with students and teachers of the school to identify the educational needs so that they can equip themselves to satisfy those needs during practice teaching. .



- During the general reflection session of the college the student teachers share their perceptions on the school policies and educational needs and teacher educators rectify the errors to guide them to form a clear idea on these.
- Resource persons from SRG (State Resource Group), DRG (District Resource Group) and SCERT/DIET are invited to deliver talks on the government policies on education.
- Members of the school management governing bodies share the visions of the management on education.

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

- .EDU 05&10 are the two core papers of the B.Ed. curriculum that directly transacts the recent developments in the school subjects.
- Curriculum experts are invited to interact with student teachers to discuss the updates in the curriculum
- Student teachers are made familiarised with the websites of NCERT& SCERT to assimilate the syllabus, textbooks, teacher text and other teaching learning materials to keep pace with the innovations.
- Demonstration classes are conducted by expert teachers to display the pedagogical strategies.
- Discussions are conducted on timely developments in the field of education.
- Journals, periodicals and books on teaching methodologies are made available in the library for students.

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

The institution gives all supports to the teaching staff for their personal and professional development

➤ Personal development supports

- Promoting very cordial and compassionate relationship among teachers
- Visits to the homes of teaching faculty to attend family functions
- Arranging counselling sessions for teachers
- Encouraging to attend various social programmes



➤ **Career development supports**

The institution always encourage Teaching Staff

- To attend seminars/workshops/discussions etc.
- To pursue higher studies
- To conduct research works
- To publish research papers
- To serve as resource person for other institutions
- To undertake minor/major research projects
- To organise seminars for students
- To assume various positions of the staff council
- To undertake responsibilities like chairman/chief of board of examinations
- To collaborate with other institutions
- To adopt innovative practices

The institution conducts training programmes directed by IQAC. The management sponsors many programmes for the faculty improvement. Timely promotions are granted to staff supported by the management.

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

The institution motivates the staff members for good performance by:

- Reporting the achievements to media
- Arranging felicitation meetings
- Appreciating the faculty members in staff council meetings
- Honouring the faculty by the management and ALUMNI
- Including the meritorious accomplishments in the annual report of the college
- Publishing the photo and details of the achievements through the college magazine.



2.5 EVALUATION PROCESS & REFORMS

2.5.1 How are the barriers to student learning identified, communicated and addressed?

➤ **Identification of barriers:**

The barriers to student learning are identified through

- Observing and analysing responses in classrooms
- Collecting feedback and difficulties experienced by them
- Assessing performances in periodical test papers
- Interacting with student teachers
- Sharing of learning problems in tutorial sessions
- Grievance redressal mechanism

➤ **Communication of identified barriers to learning:**

The barriers to student learning are communicated meaningfully through

- Tutorial sessions
- Personal interactions with students
- Personal contacts with parents whenever necessary
- Individual feedback to student teachers

➤ **Addressing the barriers to student learning:**

The barriers to student learning are identified and then addressed properly by IQAC through the following modes.

- Discussion of general problems related to student learning in staff council
- Solving issues effectively by grievance redressal forum
- Providing individual counselling and supports
- Conducting remedial sessions for the needy students
- Remedial tests for low achievers in tests
- Monitoring the progress by continuous interactions with students



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

Internal assessment

Internal assessment is made continuously based on the comprehensive performance of student teachers. Each theory paper (50 marks) has an internal mark of 20. This mark is given based on

- Attendance
- Active participation in classroom procedure
- Internal tests
- Seminar performance
- Field study

Internal assessment for the practical works is done by analyzing their performance in

- Practice teaching and its records
- Innovative works
- Study tour
- Community living camp
- On line assignment

Table 2.5.1 Assessment Scheme for the course

Item	Marks	Total
Practice Teaching	130	500
Record Books of Teaching	70	
Peer Review	10	
Reflective journal	10	
Innovative work	10	
Study tour	10	
Community living Camp	20	
Online assignment	10	
Health Physical education	30	
Theory related practical works	200 { 100 for each sem.20x5 }	
Theory papers (sem I&II)	500(50x10)	500
Total		1000



Midterm assessment

Midterm assessment is made through on line tests and class tests.

Term end evaluations

Term end evaluations are made internally and externally. College conducts model examinations and university conducts semester and examinations for theory papers.

External evaluation

External evaluation is made by the Kerala University. Kerala university board of examinations conducts viva voce for the student teachers and they evaluate their classroom teaching and practice teaching records.

External examinations are conducted by the University for the Theory Papers.

Thus the assessment is a process which is done continuously by the college and evaluated finally by the university.

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

The outcomes of the assessment are analysed for the improvement of students as well as for the improvement of teachers.

➤ Communication of outcomes to students

- Returning the answer sheets of written examinations
- Giving feedback on online assignments and seminars
- Giving evaluated of teaching practice observation schedules.
- Publishing the internal marks on the notice board
- Sending semester end reports to the parents

The outcomes are used for improving the performance of students.

➤ Strategies for improvement for students

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

The outcomes are also used in improving teacher performance.



➤ **Strategies for improvement in curriculum transaction**

- Giving special attention to the needy learners during content transaction
- Adaptable communication patterns are used in classrooms
- Strategies are changed as per the needs of the class.
- High achievers are encouraged for peer teaching so that they act as helpers for the low achievers
- Remedial strategies for the low scores and enrichment strategies for the high scores are given
- High scores are given merit scholarships, felicitation meetings are conducted, photos are published in magazines and are motivated to share their learning habits with other students

2.6 BEST PRACTICES IN TEACHING LEARNING AND EVALUATION PROCESS

2.6.1 Detail on any significant innovations in teaching learning evaluation introduced by the Institution

The faculty always engages in innovative practices in teaching. Active learning is ensured through student centred teaching strategies

- Blog based learning : all teachers and students create their own blogs and post the learning related activities
- Digital tasks: students have accessibility to receive digital texts prepared by teachers and peers
- Social networks: teaching - learning related activities are published through the groups created in the social networks.
- Documentary: Students prepare and exhibit own documentaries on major social issues to conscientise the learners
- Examination Preparation Classes: During the study leaves, students conduct revision of the whole syllabus; they come to the college 3-4 days before the examination. The staff clarifies doubts, discusses previous question papers and made full revision of the syllabus of each subject.
- Online tests: students are given on line assessment provisions.



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

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

- All student teachers prepare power point presentations on school syllabus and upload in their blogs
- Teacher educator use own blogs for giving directions related to instruction publish instructional materials through blogs
- Teacher educators use ICT based strategies like video analysis ,power point presentations and documentary films for content transaction
- Video recordings/audio recordings is done for microteaching skill analysis
- Student teachers are given training for effective utilisation of laptops during practice teaching period
- Student teachers are given encouraged to video /audio record various activities of the class room and upload in their blogs.

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

Re-assessment

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

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

Suggestions by NAAC team	Actions taken by the college
Methods of teaching are to be modified so that teacher centred practices be minimised.	More students centred teaching strategies like small group discussions; role play, field work, circle learning, brainstorming etc are being used by teachers.
Curriculum transaction be made in small groups.	The general classes are divided to four groups for more interactive teaching process



The faculty may use teaching learning aids for content transaction.	All faculty members prepare ICT based curriculum content and make use of these in the class room. They also use OHP, Opaque projector, slide projector and many other teaching aids relevant to the topics.
All students should participate in micro teaching programme and other preparatory training.	Two days micro teaching workshop is conducted and all student teachers practice various skills. Student teachers video records their skill practice for further analysis and improvement. All student teachers continue their skill development through link practice.
The student teachers should be informed about the different evaluation tools and methods used by the College	The Institution conducts an orientation programme during the initial phase of the course and faculty give awareness about the evaluation methods used by the college. They are also given the criteria for internal assessment procedure. The assessment is made transparent by publishing their marks/grades in the notice board. Students have freedom to approach the faculty to discuss upon the grievances related to marks.
Promote learning to learn skills through utilization of more learning resources.	The Institution encourages self regulated learning through various meta cognitive strategies. They prepared own reflective journals; make self analysis, self monitoring and self learning strategies. Teacher educators encourage learners to augment their capacities through utilization of library resources, ICT resources and community resources.



More focused programmes are needed to develop communication skills

- The College conducts Oratory Training Programme (OTP) for enhancing the communication skills of student teachers. The programme promotes all aspects of communication – written and oral presentations.

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

The institution appointed more teaching staff to ensure appropriate teacher student ratio and promote teaching- learning .More class rooms are allotted for general as well as optional subjects by decreasing the student strength in each class .This promote more conducive atmosphere for student centered learning .All class rooms are ICT equipped for effective techno pedagogical approaches. All laboratories renovated with modern facilities to provide enriching experiences for learners. Library made more students friendly and resourceful with INFLIB NET facilities. The continuous and comprehensive evaluation is made more objective and transparent.

Criterion III

RESEARCH, CONSULTANCY AND EXTENSION



PROMOTION OF RESEARCH

RESEARCH AND PUBLICATION OUTPUT

CONSULTANCY

EXTENSION ACTIVITIES

COLLABORATIONS

BEST PRACTICES IN RESEARCH CONSULTANCY AND EXTENSION



CRITERION III: RESEARCH, CONSULTANCY AND EXTENSION

3.1. PROMOTION OF RESEARCH

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

The institution encourages the faculty members to take up research and render all facility for it.

Major initiatives of the institution for research promotion are:

- Encouraging the faculty to undertake research projects with UGC grants.
- Sanctioning research leave under Faculty Development Programme (FDP) by deputing faculty in these vacancies
- Promoting the participation of faculty in attending seminars to present their research papers
- Encouraging the faculty to serve as research guides
- Equipping the Library with research journals, publications and updated reference section with internet facility.
- Inviting research experts to interact with the faculty and receive guidance.
- Monitoring the research activities by Research Committee

Table 3.1 Research Initiatives: current status

Category	Faculty
Doing research under FDP	1. Sojia John 2. Remya Stanley
Ph.D holders	1. Dr Sunny Skariah 2. Dr. Sam V. Daniel 3. Dr. Tharamma George 4. Dr. Rosamma Philip 5. Dr. George Varghese
Ph. D Thesis Submitted	Mr. Jacob George
Ph. D Registered& pursuing	1. Mr. Binulal K.R 2. Mrs. Sherly Philip 3. Mrs. Smitha Eapen 4. Mrs. Asha K Thomas 5. Mrs.Lissy George 6. Mrs. Soorya ChandraMohan 7. Mrs. Ceena Chacko 8. Mrs. Benila Varghese 9. Mrs. Nisha Sadasivan



Research Guides

1. Dr. Sunny Skariah
2. Dr. Sam V Daniel
3. Dr. Tharamma George
4. Dr. Rosamma Philip

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

The faculty are specialised in various areas of research and they render research guidance, pursue research and publish papers in these areas.

Table 3.2 Faculty and thrust areas

Sl.No.	Faculty	Thrust areas
1.	Dr. Sunny Skariah	Creativity, Teacher Education, Multiple intelligence, Teacher Attitude, Self Concept
2	Mr. Jacob George	Physical Education
3	Dr. Sam V Daniel	Economics of Education, Sociology of Education, Models of Teaching Distance Education and Nursing Education, Instructional Strategies
4	Dr. Rosamma Philip	Educational Psychology, Science Education
5	Dr.Tharamma George.T	Mathematics education, Educational evaluation, Creativity
6	Dr. George Varghese	English Education, Sociology of Educational Techno-pedagogy, Environmental Education
7	Ms. Lissy George	Commerce Education, Entrepreneurship Education, Women Education
8	Ms. Sojia John	Science Education, Technology of Education
9	Ms. Smitha Eapen	Economics of Education, Psychology, Social Science Education
10	Ms. Ceena Chacko	Science Education, Psychology of Education
11	Mr. Binulal K.R	Technology of Education, Environmental Education
12	Ms.Sherly Philip	Psychology of Education, Science Education
13	Mr.Jijan E.K.	English Education, Psychology of Education, Sociology of Education
14	Ms.Remya Stanley	Mathematics Education, Instructional Strategy
15	Ms.Surya Chandramohan	Social Science Education, Economics of Education
16	Ms.Asha K Thomas	Science Education, Technology of Education
17	Ms.Benila Varghese	Mathematics Education, Instructional Strategy
18	Ms.Nisha Sadasivan	Science Education, Environmental Education



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

The institution encourages the faculty members and student teachers to undertake action research, based on felt problems in the class room.

The faculty conducts action researches in problems felt by the student teachers in various aspects of the curriculum. The problems identified in the areas of teaching strategies, teaching practice, conducting practicums, innovative works, communication skills, teaching skills etc. are studied and the remedies are implemented in the classrooms for improvement. This reflected positive outcome by the active participation of student teachers in various curriculum related activities.

As a part of the curriculum, student teachers undertake action researches as practicum works. They interact with students to collect primary data related to various topics like learning problems, adjustment problems, adolescent stress, personality, motivation, social roles, value conflicts and they implement certain action plans for helping students in these areas. The last phase of the teaching practice is used for the sessions to help learners to solve their problems.

This practice shows that the teacher educators and student teachers can continuously assess their own classroom practices and make rectifications whenever necessary.

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

The institution organizes seminars and workshops in collaboration with UGC, University of Kerala, W.W.F. and other agencies. The faculty members are encouraged to attend various international, national and state level seminars and workshop and to present papers.

Conferences/Seminars/Workshops attended by the faculty (2010-14)

Dr. Sunny Skariah, Principal

- Workshop for Principals at UGC ASC, Kariavattom on 21 & 22 March 2011.
- National Seminar on “Media & Sports” at Mount Tabor Training College, Pathanapuram on 24 & 25 August 2011.
- National Seminar on “Global Warming and Climate Change” at Mount Tabor Training College, Pathanapuram on 9 & 10 Jan. 2012.
- Teachers Training Workshop on ‘ Forest Conservation “at Mount Tabor Training College, Pathanapuram on 21st Jan. 2012.
- Annual Higher Education Conference on “The Governance of Higher Education: Issues of Quality, Excellence and Equity { at Ashirbhavan, Eranakulam on 23 & 24 April 2013
- 12th State Convention of CTE and International Seminar on ‘ Institutional Interventions to Bridge Competency Gulf in an e-World at N.S.S.Training College, Pandalam on 24, 25 & 26 Mar. 2014.
- Conference of Principals 2014 Conducted by Kerala State Higher Education Council at Mascot Hotel, Thiruvananthapuram on 13 June 2014.



Mr. Jacob George

- National Workshop on Sports Management conducted by SAI-LNCPE at Thiruvananthapuram, on 23-24 August, 2009.
- Convenor UGC sponsored National seminar on Media and Sports on 24th and 25th of August 2011.
- UGC Sponsored State Level Seminar on Community Involvement in Curriculum
- Development organized by Mount Tabor Training College, Pathanapuram on 1st and 2nd of March 2012.
- National Seminar on Global warming and Climate Change sponsored by the UGC held on 9th & 10th January 2012.
- UGC sponsored state level workshop on 'Positive health promoting strategies for women teacher's' held on 3rd&4th February 2012 at *Mount Tabor Training College*,
- UGC sponsored National seminar on " Impact of Health Club Training on Chronic Disease, Prevention and Rehabilitation" By St. Cyrils College Adoor on Aug.2014
- International Workshop on Sports Management conducted by SAI-LNCPE at Thiruvananthapuram, on 10-11 February 2014.
- National Workshop on Sports Management conducted by SAI-LNCPE at Thiruvananthapuram, on 23-24 August, 2009

Dr. Sam V Daniel

- Presented a paper in the International conference on Towards a Global Competitive learning Community – Role of Active Pedagogy organized by Department of Education University of Kerala on 4th and 5th February 2011.
- Attended a National Level Workshop on Research Methodology in Education organized by IQAC, Titus II Teachers College, Thiruvalla from 25th July to 31st July 2011.
- Presented a paper in the International Education meet on education for Global Excellence organized by Mar Theophilous Training College, Trivandrum on 5th to 7th January 2012.
- Attended a National Level seminar on Education for National and Emotional Integration organized by St.Thomas college of Teacher Education, Pala on 5th and 6 th June 2012.
- . Resource person in the National Workshop on Innovation in Teaching earning and Evaluation organized by the IQAC cell of NSS College Pandalam on 26th March 2012.
- Worked as a Panelist in the International Seminar on Innovations Quality and Excellence in Education organized by Fathima Memorial Training College, Kollam on 11th and 12th January 2013.
- Participated in National Seminar on Equity in search of Sustainability; An ecological view organized by CMS College, Kottayam on 23rd and 24th January 2013. Seminar on Healthy approaches in teaching organised by Social Science &Physical Science Club in collaboration with Josco College of Nursing at Mount Tabor Training College, Pathanapuram 25 January 2014
- Chaired a session in the International seminar on Institutional interventions to bridge competency gulf in an e-world (IIBCGeW)'held on 24th,25th,&26th March 2014 jointly organized by CTE at *N.S.S.Training College, Pandalam*.
- Presented a paper in the National seminar on the Philosophy of Swami Vivekananda organized by S.N Training College, Varkala on 5th and 6th December 2014.



Dr..Rosamma Philip

- UGC sponsored national Seminar on Stress Free Education: A paradigm for Teacher Conscientisation at NSS training College Changanassery 23-24 July 2010
- Inter National Seminar on Peace Education: An orientation for Gen Next at St. Thomas College Palai, Kerala 13-14 August 2010
- Seminar of Women's Day at JameelaBeevi Memorial Training College, Kayamkulam, Kerala ,March 6 ,2010
- Cyber Crimes and Women in Seminar of Women Cell, St:Johns College,Anchal 8 January 2010
- Capacity Building for Women students in Seminar of Women Cell of SN College Kollam 8 February 2010
- Inter National Seminar on Education for 21st Century at Karmela Rani Training College Kollam 10-11 January 2011
- UGC sponsored National Seminar on Women and Mental Health at SD college Alleppy , Kerala 11-12 march 2011
- National Level Workshop on Research Methodology at Titus II teachers college Thiruvalla Kerala 24-31 November. 2011
- State Level seminar on Kerala Development, Rajiv Gandhi Institute Of Development Studies ,Thiruvananthapuram, 11-14 February 2011
- National Conference of Teacher Educators at Christian College of Education Kanyakumari, Tamilnadu 23 March 2013
- Seminar on Healthy approaches in teaching organised by Social Science & Physical Science Club in collaboration with Josco College of Nursing at Mount Tabor Training College, Pathanapuram 25 January 2014
- Seminar on Progressive Nation and Dynamistic Teaching at State Level Kerala Higher Secondary Teachers' Conference at Alwaye, Kerala 16 February 2014
- Workshop on Micro Teaching at Kerala University Teacher Education Centre , Alappuzha, Kerala 12 March 2014
- Seminar on Kerala Education: Need of Reforms and Revisions in State conference of Government School Teachers' at MamenMappillai Hall Kottayam, Kerala 8 Feb 2012
- Seminar on Teacher Education: Meeting the needs of the New Generation National Conference of Teacher Educators at Christian College of Education Kanyakumari, Tamilnadu 23 March 2013
- Seminar on Teaching as a Vocation Seminar on Avenues in Higher Education organised by IQAC, Catholicate College, Pathanamthitta, Kerala 6 April 2013
- Seminar on Curriculum Revision: Changing Views Seminar on Teacher empowerment organised by Government School Teachers Union at Nedumkandam , Kerala 6-7 July 2013
- Seminar on Education for Humanism and Teaching for values Seminar on Teacher Empowerment organised by corporate management of Schools, ArchDiocese of Changanassery, Kerala 21 September 2013.
- Seminar on Fostering Scientific Temper at Kerala University Centre for Teacher Education Kayamkulam, Kerala . 6 February 2014
- Inter National Seminar on Institutional Intervention to bridge Competency gulf in e World at NSS Training College Pandalam 24-26 March 2014
- State level seminar on Perspectives of Kerala Education organised by Kerala School Teachers Union at Calicut, Kerala 23-25 February 2014



Dr. Tharamma George T

- UGC sponsored short term course for research guides in social sciences at Academic Staff College, University of Kerala from 27th June 2011 to 1st July 2011
- UGC sponsored Capacity building for women managers in higher education-‘Sensitivity-Awareness- Motivation Residential Workshop organized by St. Thomas College, Kozhencherry from 25th February to 1st March 2013
- The UGC sponsored State level seminar in association with KUNSTA on ‘Community involvement in curriculum development’ held on 1st & 2nd March 2012 at *Mount Tabor Training College, Pathanapuram*
- The State level seminar on ‘New Perspectives in Teaching of Mathematics’ held on 22nd August, 2012 at *Kerala University College of Teacher Education, Kumarapuram, Thiruvananthapuram*
- The State level seminar on ‘New Perspectives in Teaching of Mathematics’ held on 5th December, 2012 at *Kerala University College of Teacher Education, Kumarapuram, Thiruvananthapuram*
- The regional level ‘Awareness programme in Chemistry(Chemsark2013)’ held on 30th November 2013 at *Post department of Chemistry, Catholocate College, Pathanamthitta*
- The Regional level seminar on ‘Innovative pedagogic practices’ held on 25th January 2014 at *Mount Tabor Training College, Pathanapuram*
- The UGC sponsored national seminar on ‘Media and sports’ held on 24th&25th August 2011 at *Mount Tabor Training College, Pathanapuram*
- The UGC sponsored national seminar and joined by the Kerala Mathematical Association on ‘Analysis and its applications’ held on 8th&9th December 2011 at *Post graduate department of Mathematics, Catholocate College, Pathanamthitta, Kerala*
- The UGC sponsored national level seminar on ‘Global warming and climate change’ held on 9th&10th January 2012 at *Mount Tabor Training College, Pathanapuram*
- The ICSSR sponsored national seminar on ‘Applications of statistical techniques in social science research’ held on 20th&21st January 2012 at *Post graduate department of Commerce and Tourism, Catholocate College, Pathanamthitta, Kerala*
- The UGC sponsored and Indian Institute of Science collaborated national seminar on ‘Recent trends in Biotechnology’ held on 2nd &3rd February 2012 at Post graduate and research department of Zoology, Catholocate College, Pathanamthitta, Kerala
- The UGC sponsored national seminar jointly organized by Centre for Women’s Studies, University of Calicut and Centre for Women’s Studies, St. Thomas College, Kozhencherry on ‘Women and stress in the 21st century’ held on 11th&12th March 2014 at *St. Thomas College, Kozhencherry*
- The National level seminar on ‘Harnessing human values for holistic personality development’ held on 26th&27th August, 2014 at *Titus II Teachers College, Thiruvalla.*
- The international level seminar jointly organized by Post graduate department of Mathematics, Catholocate College, Pathanamthitta& MACFAS, Kerala and the Kerala Mathematical Association on ‘Application of higher mathematics in Biology and Management’ held on 13th June 2013 at *Post graduate department of Mathematics, Catholocate College, Pathanamthitta, Kerala*
- The International seminar on ‘Institutional interventions to bridge competency gulf in an e-world (IIBCGeW)’held on 24th,25th,&26th March 2014 jointly organized by CTE at *N.S.S.Training College, Pandalam*
- The UGC sponsored national conference on ‘The role of ICT in higher education: Quality, accessibility and security held on 29th& 30th January 2010 at *St. Joseph’s college, Tiruchirappalli, Tamil Nad*
- The Teachers Training Workshop on ‘Forest Conservation’ held on 21st January 2012 at *Mount Tabor Training College, Pathanapuram*



- UGC sponsored state level workshop on ‘Positive health promoting strategies for women teacher’s’ held on 3rd&4th February 2012 at *Mount Tabor Training College, Pathanapuram*
- The Workshop on ‘Suggestions for revising B.Ed. Mathematics curriculum’ organized by KUMTEA held on 15th February 2013 at *Peet Memorial Training College, Mavelikkara*
- The Workshop on ‘Revised B.Ed. Mathematics curriculum, trends and practices’ organized by KUMTEA held on 16th November 2013 at *Peet Memorial Training College, Mavelikkara*
- The Workshop on ‘Revised B.Ed. curriculum, Trends and Practices’ organized by KUMTEA held on 14th February 2014 at *Kerala University College of Teacher Education, Kollam*
- The Orientation programme on ‘New Trends in NAAC Reaccreditation’ organized by the Internal Quality Assurance Cell, Mount Tabor Training College, Pathanapuram on 5th April, 2014.
- The Workshop on ‘Revised B.Ed. curriculum, Trends and Practices’ organized by KUMTEA held on 6th & 7th June, 2014 at *Peet Memorial Training College, Mavelikkara*
- The State level workshop on ‘E-resource management’ jointly organised by Mount Tabor Training College, Pathanapuram and Teacher education college librarians’ forum held on 12th September, 2014 at *Mount Tabor Training College, Pathanapuram*.
- The Workshop on ‘Sourcebook preparation of revised B.Ed. curriculum(2013-2014), organized by Board of studies in education, University of Kerala held on 6th November, 2014 at *Mar Theophilus Training College, Nalanchira, Trivandrum*.
- The Workshop on ‘Finalisation and compilation of Sourcebook of revised B.Ed. curriculum(2013-2014), organized by Board of studies in education, University of Kerala held on 18th November, 2014 at *Mar Theophilus Training College, Nalanchira, Trivandrum*.
- The Staff awareness programme on ‘Office automation’ organized by the Internal Quality Assurance Cell, Mount Tabor Training College, Pathanapuram on 28th November, 2014

Dr. George Varghese

- UGC Sponsored National Seminar on Swami Vivekananda and Changing Concerns in Indian education, organised by S.N. Training College, Nedunganda on 5th and 6th December 2014.
- DCE Sponsored National Seminar on Reconceiving Teacher Education for Meeting the Challenges of the Knowledge Society, organized by Govt. College of Teacher Education, Thiruvananthapuram, on 27th & 28th November 2014.
- One day workshop on Finalisation and Compilation of Source Book of Revised B.Ed. Curriculum (2013-14) organized by Board of Studies in Education (Pass), University of Kerala at Mar Theophilus Training College, Thiruvananthapuram on 18th November 2014.
- One day workshop on Source Book preparation of Revised B.Ed. Curriculum (2013-14) organized by Board of Studies in Education (Pass), University of Kerala at Mar Theophilus Training College, Thiruvananthapuram on 6th November 2014.
- UGC Sponsored National Seminar on Harnessing Human Values for Holistic Personality Development, organized by Titus II Teachers College, Tiruvalla, on 26th & 27th August 2014.
- Seven days workshop on Learning & Content Management Systems organized by Govt. College of Teacher Education, Thiruvananthapuram from 16.07.2014 to 22.07.2014
- One day Orientation programme ‘ GURUVARAM, organized by Marian College, Kuttikanam on 18th January 2014
- Review Workshop on Restructured B.Ed. Curriculum – Social Science Education as Resource Person held at NSS training College, Pandalam, on 30th November 2013



- Orientation Programme on Reified B.Ed. Curriculum 2013 – Social Science and Commerce Education as Resource Person held at Mount Tabor Training College, Pathanapuram on 18th November 2013
- Nature camp held at Thattekkad Bird Sanctuary, organized by Forests & wildlife Department from 29th September to 1st October 2013
- Workshop for Nodal Officers of All India Survey of Higher Education (AISHE) organized by the Ministry of Human Resource Development at University Senate Hall, Thiruvananthapuram on 24th August 2013.
- One day workshop of core group for structuring of the two year B.Ed. Programme sponsored by the Govt. of Kerala at Govt. College of Teacher Education Thiruvananthapuram on 18th May 2013.
- Creative Workshop for drafting and editing of B.Ed. Curriculum at Mar Theophilus Training College, Thiruvananthapuram, from 1st to 5th April 2013
- Conceptualisation workshop for drafting B.Ed. Curriculum at Senate Chamber, University of Kerala, Thiruvananthapuram on 22nd and 23rd February 2013.
- Open House Discussion for drafting B.Ed Curriculum at Govt. Training College, Thiruvananthapuram, on 2nd February 2013.
- UGC Sponsored National Seminar on Higher Education in the 21st Century: Engendering Creative approaches for Quality Enhancement, organized by IQAC, Catholicate College, Pathanamthitta on 7th and 8th of December 2012.
- International Seminar on Gandhian Educational Principles and Practices in the Emerging Global Scenario, organized by Dr. N.P. Pillai Centennial Celebration Committee and SPFERD on 25th to 27th July 2012.
- UGC Sponsored State Level Seminar on Community Involvement in Curriculum Development organized by Mount Tabor Training College, Pathanapuram on 1st and 2nd of March 2012.
- UGC Sponsored State Level Workshop on Positive Health Promoting Strategies for Women Teachers at Mount Tabor Training College, Pathanapuram on 3rd & 4th of February 2012.
- UGC Sponsored International Education Meet 2012 Education for Global Excellence on 5th to 7th January 2012. Organised by Mar Theophilus Training College in collaboration with CTE, AIRIO, NPPCCC, SPFERD.
- Teachers Training Workshop on Forest Conservation organized by the CPR Environmental Education Centre and WWF for Nature- India at Mount Tabor Training College, Pathanapuram on 21st of January 2012.
- Workshop for the development of Module for Teacher Empowerment programme for B.Ed. Training College Faculty Members on Population Education organised by SCERT, Kerala from 15th to 17th of November 2011.
- Participated in the National Level Workshop on Research Methodology in Education, organized by Titus II Teachers College, Tiruvalla, from 25th to 31st July 2011.
- UGC Sponsored National Seminar on Spiritual Intelligence – A paradigm for Holistic Development Among Learners, organized by NSS Training College, Changanacherry, on 21st and 22nd of July 2011.
- Two day UGC Sponsored National seminar on Media and Sports at Mount Tabor Training College, Pathanapuram on 24th & 25th March 2011.
- International Conference on Towards a Global Competitive Learning Community – Role of Active Pedagogy, organized by the Department of Education, University of Kerala, in collaboration with Canterbury Christ Church University, United Kingdom on 4th and 5th of February 2011.
- Two day Workshop on Academic Writing organized jointly by the Kerala State Council for Science, Technology and Environment and the Centre for Information Literacy Studies,



Department of Library and Information Science, University of Kerala on 12th and 13th of May 2011.

- Five professional development Workshops for Teacher Trainees of English organised by the British Council in partnership with ELTAI at Devamatha CMI Public School, Thrissur on 12th of November 2011.
- Interactive Discourse on Role of Research Universities in Developing Countries organized by Department of Education, University of Kerala, sponsored by the Kerala State Higher Education Council on 14th of July 2010
- Five professional development Workshops for Teacher Trainees of English organised by the British Council in partnership with ELTAI at Devamatha CMI Public School, Thrissur on 12th of November 2011.
- Interactive Discourse on Role of Research Universities in Developing Countries organized by Department of Education, University of Kerala, sponsored by the Kerala State Higher Education Council on 14th of July 2010

Ms. Lissy George

- 12th State Convention of Council for Teacher education (CTE) Kerala State Centre and International Seminar on Institutional Interventions to Bridge Competency Gap in E-World hosted and organized by N.S.S. Training College Pandalam, in collaboration with CTE Centre on 24, 25, 26 March 2014, presented a **paper on Need of Developing Entrepreneurship competency in youth.**
- UGC sponsored National Seminar on “Global Warming and Climate Change” organized by Mount Tabor Training College Pathanapuram on 9th & 10th January 2012.
- UGC sponsored State Level seminar on “Community Involvement in Curriculum Development” organized by Mount Tabor Training College on 1st & 2nd March 2012.
- UGC sponsored National Seminar on “Media and Sports” on 24th & 25th August 2011 organized by Mount Tabor Training College Pathanapuram.
- National Seminar on “Combating Learning Disability: Pedagogic Tactics” organized by Fathima Memorial Training College Pallimukku, Kollam on 23rd & 24th June 2010.
- UGC Sponsored National Seminar on ‘Spiritual Intelligence – A Paradigm for Holistic Development among Learners’ organized by N.S.S. Training College Changanaserry on 21st & 22nd July 2011.
- UGC Sponsored State level seminar on Implication of Novel Technological Approaches in education, held at Titus II Teachers College Thiruvalla on 9th & 10th July 2009.
- Participated as Subject Committee Member in the Workshop organized in connection with the revision of B.Ed. Curriculum 2013 undertaken by Board of Studies in Education (Pass), University of Kerala at Mar Theophilus Training College, Nalanchira, Thiruvananthapuram from 1st to 5th April 2013.
- Participated in the state level workshop on “Positive Health Promoting Strategies for Women Teachers held at Mount Tabor Training College, Pathanapuram on 3rd & 4th February, 2012.
- Participated in the Teachers Training Workshop on Forest Conservation held at Mount Tabor Training College, Pathanapuram on 20th January 2012.

Mr. Binulal K.R

- International Conference on ‘Innovative Pedagogy in Higher Education for Millennial Teachers’ (15th & 16th March 2013), Department of Education, University of Madras.



- International Conference on ‘Global Education: Methodologies and Strategies’ (24th & 25th January 2013), Nazareth College of Education for Women, Chennai. International Conference on ‘Science, Society and Sustainability- Many Species, One planet for Posterity’ (11th to 13th January 2012), Lady Doak College, Madurai.
- National Conference on ‘Education and Women Empowerment’. (12th & 13th September 2013), St. Ann’s College of Education, Mangalore.
- NAAC Sponsored National Seminar on ‘ People management for quality enhancement in higher education’. (29th & 30th July 2013), Bharathiar University, Coimbatore.
- NAAC Sponsored National Seminar on ‘ICT enhanced teacher education among disadvantaged sections: Issues and challenges for teacher educators’ (17th & 18th May 2013), Avila College of Education. Cochin, Kerala.
- National Seminar on ‘Education for Elevation’ (18th & 19th April 2013), Department of Education, Bharathiar University, Coimbatore.
- National Seminar on ‘Curricular Transactions in Primary and Secondary Education in India’ (8th & 9th February 2013), School of Education, Christ University, Bangalore.
- National Conference on ‘Biodiversity- Green Strategies for Sustainable Development’ (22nd & 23rd January 2013), Women’s Christian College, Chennai.
- National Seminar on ‘Teacher Empowerment for Quality Education: Trends and Challenges’ (7th & 8th May 2012), Kumadvathi College of Education, Shivamogga, Karnataka
- National Conference on ‘Ancient sciences, archaeology and history of Indian business’ (24th & 25th March 2012), Acharya Bangalore Business School, Bangalore.
- UGC Sponsored National Seminar on ‘Children with Learning disabilities- Growing up with hope and dignity’ (15th & 16th March 2012), NSS Training College, Ottappalam.
- UGC Sponsored National Seminar on ‘Global warming and climate change’ (9th & 10th January 2012), Mount Tabor Training College, Pathanapuram, Kollam
- UGC Sponsored State Level Seminar on ‘Community involvement in curriculum development’ (1st & 2nd March 2012), Mount Tabor Training College, Pathanapuram, Kollam

Ms. Sojia John

- State level workshop on E- resource management organized jointly by Teacher Education College Librarian’s Forum and Mount Tabor Training College Pathanapuram on 12 th September 2014.
- Workshop on Educational Research Methodology and Statistics by the Department of Education, University of Kerala from 14th July 2014 to 21 st July 2014
- Workshop on ‘IT-enabled pedagogy and knowledge management’ at the Department of Education, University of Kerala, Thiruvananthapuram from 18th to 26th November 2013.
- Workshop on ‘Curricular Design’ (Natural Science) at Sree Narayana Training College Nedunganda on 22nd March 2013
- UGC Sponsored State level Workshop on ‘Positive Health Promoting Strategies for Women Teachers’ at Mount Tabor Training College Pathanapuram on 3rd & 4th February 2012

Ms.Remya Stanley

- State level workshop on e-resource management on e-resource management organized jointly by Mount Tabor Training College and Teacher education College Librarians Forum on 12 sept. 2014
- interactive workshop on educational research methodology and Statistics organized by Dept. of Education, University of Kerala from 14 July 2014 to 21 July 2014



- Short term interaction program for research scholars at UGC-ASC Kariyavattom from 24-09-2014 to 29-9-2014
- Workshop on IT- enabled Pedagogy and Knowledge Management conducted by The Department of Education, University of Kerala Thycaud from 18th – 26th November 2013 one-day state level seminar on New Perspectives in Teaching of Mathematics jointly organized by Kerala University College of Teacher Education , Kumarapuram and Kerala State Council of Science, Technology and Environment on 5th December 2012
- One-day state level seminar on New Perspectives in Teaching of Mathematics organized by Kerala University College of Teacher Education , Kumarapuram on 22nd August 2012 and presented a paper entitled ‘ICT in Mathematics Teaching and Learning’
- International Seminar on Gandhian Educational Principles and Practices in the Emerging Global Scenario ON 25th, 26th, 27th July 2012 at Kerala Gandhi Smarak Nidhi, Thycaud, Thiruvananthapuram and presented a paper on ‘Gandhian Philosophy of Education: An Assessment’
- UGC sponsored national seminar on Naturalistic Intelligence- Harmonizing Scientific Inquiry and Eco-friendliness in Learners at N.S.S Training College , Changanacherry on 12th and 13th July 2012 and presented a paper entitled ‘ Prospects of Multiple Intelligences in Nature Consciousness Among Student Teachers’
- one-day state level workshop on Positive Health Promoting Strategies For Women Teachers held at Mount Tabor Training College , Pathanapuram on 3rd and 4th February 2012
- National Seminar on ‘Global Warming and Climate Change organized by Mount Tabor Training College, Pathanapuram on 9th and 10th January 2012
- UGC-sponsored National Seminar on Spiritual Intelligence: A Paradigm for Holistic Development Among Learners on 21st and 22nd July 2011 at N.S.S Training College Changanacherry ,
- UGC-sponsored National Seminar on Media & Sports on 24th and 25th August 2011 organized by Mount Tabor Training College , Pathanapuram
- International Conference on Towards a Global Competitive Community- Role of Active Pedagogy on 4th and 5th February 2011 organized by the Department of Education, University of Kerala in collaboration with Canterbury Christ Church University, United Kingdom
- International Conference on Adaptability and Responsiveness in Teacher Education on 18th and 19th June 2010 organized by the Govt. College of Teacher Education, Thycaud

Ms. Asha K Thomas

- UGC Sponsored National Seminar on Media and Sports organized by Mount Tabor Training College, Pathanapuram on 24th & 25th
- UGC Sponsored National Seminar on Global Warming and Climate Change organized by Mount Tabor Training College, Pathanapuram on 9th & 10th January
- UGC Sponsored State Level Workshop on Positive Health Promoting strategies for Women Teachers on 3rd and 4th February at Mount Tabor Training College, Pathanapuram
- Teachers Training Workshop on forest Conservation held at Mount Tabor Training College, Pathanapuram on 21st January
- UGC Sponsored National Level Seminar on Information and Communication Technology in Education Challenges and Innovations on 8th and 9th August at Karmela Rani Training College, Kollam.



- Review workshop on Restructured B.Ed. curriculum (Science-education) at NSS training college, Pandalam on 6th November 2013.
- The Regional level seminar on 'Innovative pedagogic practices' held on 25th January 2014 at *Mount Tabor Training College, Pathanapuram*
- 'The role of community in changing the certain aspects of curriculum' in the UGC sponsored State level seminar in association with KUNSTA on 'Community involvement in curriculum development' held on 1st & 2nd March 2012 at *Mount Tabor Training College, Pathanapuram*
- International Seminar on Institutional Interventions to bridge competency gulf in an e-world. (at NSS Training college, Pandalam in collaboration with CTC on 24th & 26th March 2014.
- UGC Sponsored National Seminar on Harnessing Human values for Holistic Personality Development at Titus II Teachers College, Thiruvalla.
- State Level Workshop on "E-Resource management organized by Teacher Education College Librarians Forum and Mount Tabor Training College, Pathanapuram.
- The Staff awareness programme on 'Office automation' organized by the Internal Quality Assurance Cell, Mount Tabor Training College, Pathanapuram on 28th November, 2014

Ms. Ceena Chacko

- UGC Sponsored National Seminar on Media and Sports organized by Mount Tabor Training College, Pathanapuram on 24th & 25th
- UGC Sponsored National Seminar on Global Warming and Climate Change organized by Mount Tabor Training College, Pathanapuram on 9th & 10th January
- UGC Sponsored State Level Workshop on Positive Health Promoting strategies for Women Teachers on 3rd and 4th February at Mount Tabor Training College, Pathanapuram
- Teachers Training Workshop on forest Conservation held at Mount Tabor Training College, Pathanapuram on 21st January
- UGC Sponsored National Level Seminar on Information and Communication Technology in Education . Challenges and Innovations on 8th and 9th August at Karmela Rani Training College, Kollam.
- Review workshop on Restructured B.Ed. curriculum (Science-education) at NSS training college, Pandalam on 6th November 2013.
- International Seminar on Institutional Interventions to bridge competency gulf in an e-world. (at NSS Training college, Pandalam in collaboration with CTC on 24th & 26th March 2014.
- UGC Sponsored National Seminar on Harnessing Human values for Holistic Personality Development at Titus II Teachers College, Thiruvalla.
- State Level Workshop on "E-Resource management organized by Teacher Education College Librarians Forum and Mount Tabor Training College, Pathanapuram.
- 'The role of community in changing the certain aspects of curriculum' in the UGC sponsored State level seminar in association with KUNSTA on 'Community involvement in curriculum development' held on 1st & 2nd March 2012 at *Mount Tabor Training College, Pathanapuram*
- The Regional level seminar on 'Innovative pedagogic practices' held on 25th January 2014 at *Mount Tabor Training College, Pathanapuram*
- The Staff awareness programme on 'Office automation' organized by the Internal Quality Assurance Cell, Mount Tabor Training College, Pathanapuram on 28th November, 2014



Ms. Smitha Eapen

- “Media & Sports” – Mt. Tabor Training College, Pathanapuram.
- “Spiritual Intelligence – A paradigm for holistic development among learners” – N.S.S. Training College, Changanachery
- Refresher course in education for college teachers – Academic Staff College, Trivandrum
- “Know your child” – School of Pedagogical Science and Behavioral Science, M.G. University, Kottayam
- “Watershed planning for national resources management” – KSLUB, Trivandrum
- “Global warming and climate change” – Mt. Tabor Training College, Pathanapuram.
- Teacher training workshop on “Forest conservation” – Mt. Tabor Training College, Pathanapuram.
- Workshop on “Positive health promoting strategies for women teachers” – Mt. Tabor Training College, Pathanapuram.
- SAM workshop on “Capacity Building for Women Managers in Higher Education” organized by St. Thomas College, Kozhencherry.
- “Awareness program in chemistry” – Catholicate College, Pathanamthitta Reified B. Ed Social Science curriculum – Mt. Tabor Training College, Pathanapuram.
- Review workshop on restructured B. Ed curriculum – N.S.S. Training College, Pandalam.
- State level workshop on “E-resource management”. “Innovative pedagogical practices” – Mt. Tabor Training College, Pathanapuram

Mr. Jijan E.K

- UGC- Academic staff College Kannur University : Orientation Programme- 01/12/2010 – 27/12/2010
- UGC- Academic staff College, Bharathiar University – Refresh Course in Education : 06/11/2014 – 26/11/2014
- Training of IASE/ CTE Faculty on Educational Research from 01.02.2010 –05.02.2010
- Paper presentation in the Seminar on “Harnessing Human Values for Holistic Personality Development” held in Titus II Training College, Thiruvalla 27th August 2014
- Paper presentation in the International Seminar on ‘Blended Learning: Opportunities and Challenges in Higher Education’ organized by Madurai Kamaraj University Department of Education and IQAC Vysya College, Salem – 13th and 14th December 2014.
- Participated in the UGC sponsored National Level seminar on ‘Information and Communication Technology in Education: Challenges and Innovations at Karmala Rani Training College, Kollam on 8th & 9th August 2012.
- Participated in the Workshop on ‘Effective Implementation of Revised B Ed Curriculum’ at Karmala Rani Training College, Kollam on 26th October 2013 Participated in the Workshop on ‘Development of Teacher Empowerment Programme Module on Population Education’ organized by SCERT from 15.11.2011 – 17.11.2011.
- Participation in the various UGC Sponsored National and State level Seminars and Workshops organized by Mount Tabor Training College.



Ms.Surya Chandra Mohan

- National Seminar on Combating Learning Disability. Pedagogic at Fathima Memorial Training College, Pallimukku on 23rd and 24th June 2010.
- Spiritual Intelligence – A paradigm for holistic development among learners” – N.S.S. Training College, Changanachery 2011
- “Global warming and climate change” – Mount Tabor Training College, Pathanapuram 2012
- Teacher training workshop on “Forest conservation” – Mount Tabor Training College, Pathanapuram 2012
- Workshop on “Positive health promoting strategies for women teachers” – Mount Tabor Training College, Pathanapuram 3rd and 4th 2012
- “Awareness program in chemistry” – Catholice College, Pathanamthitta 2013
- Reified B. Ed Social Science curriculum – Mount Tabor Training College, Pathanapuram

Ms. Sherly Philip

- UGC Sponsored National Seminar on Media and Sports organized by Mount Tabor Training College, Pathanapuram on 24th & 25th
- UGC Sponsored National Seminar on Global Warming and Climate Change organized by Mount Tabor Training College, Pathanapuram on 9th & 10th January
- UGC Sponsored State Level Workshop on Positive Health Promoting strategies for Women Teachers on 3rd and 4th February at Mount Tabor Training College, Pathanapuram
- Teachers Training Workshop on forest Conservation held at Mount Tabor Training College, Pathanapuram on 21st January
- UGC Sponsored National Level Seminar on Information and Communication Technology in Education. Challenges and Innovations on 8th and 9th August at Karmela Rani Training College, Kollam.
- Orientation Programme on 17-04-2012 - 14-05-2012
- Review workshop on Restructured B.Ed. curriculum (Psychology) at SN training college, Neduganda on 6th November 2013.
- International Seminar on Institutional Interventions to bridge competency gap in an e-world. (At NSS Training college, Pandalam in collaboration with CTC on 24th & 26th March 2014.
- UGC Sponsored National Seminar on Harnessing Human values for Holistic Personality Development at Titus II Teachers College, Thiruvalla.
- State Level Workshop on “E-Resource management organized by Teacher Education College Librarians Forum and Mount Tabor Training College, Pathanapuram.
- ‘The role of community in changing the certain aspects of curriculum’ in the UGC sponsored State level seminar in association with KUNSTA on ‘Community involvement in curriculum development’ held on 1st & 2nd March 2012 at *Mount Tabor Training College, Pathanapuram*
- The Regional level seminar on ‘Innovative pedagogic practices’ held on 25th January 2014 at *Mount Tabor Training College, Pathanapuram.*
- The Staff awareness programme on ‘Office automation’ organized by the Internal Quality Assurance Cell, Mount Tabor Training College, Pathanapuram on 28th November, 2014



Ms. Benila Varghese

- State level seminar on Modern Instructional and Learning Strategies held at Mount Tabor training College, Pathanapuram on 24th October 2008.
- International Seminar on Institutional Interventions to Bridge Competency Gap in an e-World held at N.S.S. Training college, Pandalam on 24, 25, 26 March 2014
- U.G.C. sponsored National Workshop on '*Digital Lesson Preparation: Threading ICT into Classroom Practice*' held at N.S.S. training College, Pandalam on 29th November 2010.
- State level workshop on "*Framing of Research Design*" held on 15th and 16th March 2013 conducted by Post-graduate department, N.S.S. Training college, Pandalam.
- *Orientation Programme for Mathematics Teacher Educators* organized by Kerala University Mathematics Teacher Educators Association (KUMTEA) held at Peet Memorial Training College, Mavelikara on 16th November 2013.
- Workshop on '*Revised B.Ed. Curriculum: trends and practices*' conducted by KUMTEA at KUCTE, Kollam on 14th February 2014

Ms. Nisha Sadasivan

- UGC sponsored National level seminar on Emerging Perspectives in Science Learning in association with CTE, at Peet Memorial Training College, Mavelikkara on March 1st and 2nd.
- International Seminar on Gandhian Educational Principles and practices in the Emerging Global Scenario on 25th, 26th and 27th July
- UGC Sponsored National Seminar on Empowering Techno-Pedagogy for prospective Secondary teachers on February 22nd, 23rd and 24th.
- National Seminar on Combating Learning Disability. Pedagogic at Fathima Memorial Training College, Pallimukku on 23rd and 24th June 2010

3.2 RESEARCH AND PUBLICATION OUTPUT

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

The institution encourages faculty members to prepare instructional materials and attend workshops for the preparation of curriculum materials such as handbook, workbook and sourcebook organized by University of Kerala, Mahatma Gandhi University and SCERT. Some of the instructional materials prepared by the institution are:

- Teaching materials on course content
- Lesson plans on various models of teaching
- Micro teaching lessons and feedback schedule
- Criticism class observation schedule
- Demonstration class observation schedule
- Peer review schedule
- Video review schedule
- Power point presentations on Secondary school syllabus and B.Ed. syllabus
- Documentary on social and environmental issues
- OHP transparencies on various topics



- Charts on secondary school syllabus
- Video of classes
- Research tools
- Albums of great personalities
- Reports of seminars and workshops

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

The available facilities in the institution for developing instructional materials are:

- Library with adequate reading materials
- Computer lab with internet facilities
- Resourceful faculty
- Invited experts for interactions
- Seminars/workshops for developing instructional materials

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

The faculty members and student teachers have developed ICT related instructional materials such as:-

- PowerPoint presentations
- Video lessons
- Documentary
- OHP transparencies
- Projector Slides
- Web pages
- Blogs

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

Organised by the institution

- A two day workshop on the preparation of tools and scales needed for the assessment of various programmes included on B.Ed. curriculum, University of Kerala on 6th and 7th of June 2014.
- State level workshop on E-Resource management on 12th September 2014
- A State level seminar on Innovate Pedagogic Practices in collaboration with Josco College of Nursing, Pandalam on 25th January, 2014.
- An Orientation Programme on Revised B.Ed. Curriculum, University of Kerala on 8th November, 2013.
- UGC Sponsored National Seminar on Global warming and climate change on 9th and 10th January 2012
- UGC Sponsored State level workshop on Positive health promoting strategies for Women teachers on 3rd and 4th February 2012



- UGC Sponsored National Seminar on Media and Sports on 24th and 25th January 2011
- Teachers Training Workshop on forest conservation at 21st January 2012
- Training for preparation of lesson manuscripts
- Training for preparation of lessons in Models of Teaching
- Training for writing micro lessons on skills
- Training for preparing tools for collecting data for practicums
- Training for preparing power point presentations
- Training for preparing speeches for public speaking
- Training for preparing documentary
- Training for preparing socially useful products

Attended by the Staff

All the Staff members attended the training programme conducted by Board of Studies (UG) University of Kerala in the various subjects.

Training provided to the staff

Training is given to the staff for transaction of the revised curriculum, microteaching, models of teaching, assessment etc. by IQAC and subject associations.

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

- International Educator
- Studies in Education
- Quest in Education
- Peet Pedagogical Discourses
- Educational Abstracts
- Pedagogics
- Reyono
- GCTE journal of Educational Research
- Indian Educational Review etc.
- Gurujyothi

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

Award

The Oratory training Programme Organized in the college won the award for the best innovative practice in the teacher education institutions for the year 2014.

Honors

All members of the faculty are members of the subject association of the Kerala University.



Table 3.2.1 Faculty and positions

Faculty	Position
Dr. Sunny Skariah	Member, Board of Studies University of Kerala. President, All Kerala Training College Principals Association
Mr. Jacob George	Secretary, All Kerala Training College Physical Education Association
Dr. Sam V Daniel	President of KUSSTEC(Kerala University Social Science Teacher Educators Council), Secretary of CTE(Council of Teacher Education).
Dr. Rosamma Philip	Member, Syndicate, University of Kerala Member, Core Curriculum Committee of Kerala
Dr. George Varghese	Member, Board of Studies University of Kerala
Mr. Jijan. E.K	Secretary of KUETF(Kerala University English Teacher Federation Secretary)

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

Table 3.2.2 Details of research projects

Research Projects Completed

Faculty	Funding Agency	Amount
Dr.Tharamma George T	UGC	80000/-

Report to be submitted

Name of faculty	Funding Agency	Amount
Dr.Sam V Daniel	UGC	80000/-
Dr.Rosamma Philip	UGC	50000/-
Mr.Binulal K.R	UGC	75000/-

Research undergoing

Name of faculty	Funding Agency	Amount
Ms. Ceena Chacko	UGC	1,50,000/-
Ms. Sherly Philip	UGC	1,30,000/-



3.3 CONSULTANCY

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

The institution has been providing informal consultancy services in the areas of research and extension activities.

- **Research consultancy**

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

- **Academic consultancy**

The faculty members are serving as resource persons in seminars and workshops, conduct classes on research methodology, render services as academic counsellors, serving as members of Board of Studies in (UG and PG) of University of Kerala.

- **Career consultancy**

The faculty members of the college serve as subject expert in various interview boards. They conduct career guidance seminars and workshops.

- **Community linked consultancy**

Staff and students are acting as evaluators in arts festivals, science fairs and sports meet in the nearby schools and college. Faculty members are serving as Resource Persons at school and social clubs, social organizations and community groups.

The faculty takes initiatives in addressing social issues in the locality by taking up activities like gender sensitization, health and sanitation. Conduct value oriented sessions for students.

- **Technical Consultancy**

Helps the teachers of nearby schools to prepare ICT based teaching materials, provide assistance to librarians of different colleges on utilization of e-resources and guide the school students to prepare and present exhibits for school exhibitions.

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

All faculty members are fully competent to undertake consultancy in their respective areas. They serve as resource persons, consultant conveners and members of the various boards and committees as shown below:-



Table 3.3.1 Faculty and competencies of consultancy

Sl.No.	Name of the Faculty	Areas of competency
1	Dr. Sunny Skariah	Resource person in Seminar, Examiner of M.Ed. dissertations, Supervising Teacher for M.Phil and Ph.D research, Member, PG board of studies, University of Kerala, Chairman of the IQAC. Co-ordinating Chairman and Chairman B.Ed. Practical Board, University of Kerala (External Examiner, M.Ed. Viva Board,
2	Mr. Jacob George	Co-ordinator of National Level Seminars on Sports, organizer of Inter University Sports festivals. Delivering talks on Health Education at Various Institutions. Conducting talks on Religion themes in Spiritual Institutions. Resource Person of Health and Physical Education. Consultant for Sports meets in State level/ District level/ School level competitions.
3	Dr. Sam V Daniel	Convenor, B.Ed. Curriculum Revision Committee (Social Science. Examiner for M.Ed. and B.Ed. of various universities. Resource Person in various seminars and workshop, Resource person in the Academic Staff Colleges of Kerala . Subject expert of SCERT. Academic Counsellor, IGNOU., Guest Faculty for many educational institutions. Assuming leadership positions in many academic bodies and organisations.
4	Dr. Rosamma Philip	Extending the expertise in teaching by giving classes to students of the other Teacher Education Institutions. Serving as a curriculum expert for SCERT & DIET. Delivering Lectures in UGC Academic Staff Colleges, IGNOU and other educational agencies. Leadership competencies are utilised by assuming various positions.
5	Dr. Tharamma George T	Subject Expert and Resource person, Member, Kerala University Board of Examination at B.Ed. Level. Extending expertise as a research guide, Academic counsellor of IGNOU. Assuming leadership positions as IQAC co-ordinator, women cell convener etc.
6	Dr. George Varghese	Member, Board of Studies, University of Kerala, Member, Core Committee, B.Ed. Curriculum Revision 2013, Member, Peer Review Committee, Kerala Higher Education Council Journal, Resource Persons to various Teacher Education Institutions. Resource Person in HRD and Life Skills to various Professional Colleges, Research consultant, Chief Examiner - B.Ed. Examination, Member in the interview board of different schools
7	Ms.Lissy George	Member B.Ed. Curriculum Revision Committee 2013, Subject Expert and Resource person, Chief Examiner, Kerala University Board of Examination at B.Ed. Level.
8	Ms.Smitha Eapen	Judge for School level/college level competitions, Subject Expert and Resource person, Member, Kerala University Board of Examination at B.Ed. Level. Interview Board Member of



		B.Ed. admissions.
9	Ms.Ceena Chacko	Conducting talks on various subjects, Subject Expert and Resource Person, Chief Examiner of B.Ed. Degree. Judge for School level/college level competitions
10	Ms.Sojia John	Subject Expert and Resource person, Interview Board Member of B.Ed. and M.Ed. admissions. Giving Research Guidance for M.Ed. students. Chief Examiner Kerala University Board of Examinations at B.Ed. Level.
11	Mr.Binulal K.R	Interview Board Member of B.Ed. and M.Ed. admissions. Subject Expert and Resource person, Giving Research Guidance for M.Ed. students. Chief Examiner Kerala University Board of Examinations at B.Ed. Level.
12	Mr.Jijan E.K	Subject Expert and Resource person, Secretary of KUETF(KeralaUniversity English Teacher Federation), Delivering Lectures in UGC Academic Staff Colleges. Chief Examiner of Kerala University Board of Examinations at B.Ed. Level.
13	Ms.Remya Stanley	Subject Expert and Resource person, Member, Kerala University Board of Examination at B.Ed. Level. Judge for School level/college level competitions.
14	Ms.Surya Chandra Mohan	Judge for School level/college level competitions, Additional Examiner of Kerala University Board of Examination at B.Ed. Level.
15	Ms.Asha K Thomas	Resource person for various NGO's, Subject Expert and Resource person Giving consultancy for the higher secondary teachers in subjects. Chair Person of the B.Ed. degree Practical Examination. Chief Examiner Kerala University Board of Examinations at B.Ed. Level.
16	Ms.Sherly Philip	Subject Expert and Resource person, Member, Kerala University Board of Examination at B.Ed. Level. Giving consultancy for the higher secondary teachers in subjects. Chief Examiner Kerala University Board of Examinations at B.Ed. Level.
17	Ms.Benila Varghese	Interview Board Member of B.Ed. and M.Ed. admissions. Subject Expert and Resource person, Giving Research Guidance for M.Ed. students. Judge for School level/college level competitions .
18	Ms.Nisha Sadasivan.R	Additional Examiner of Kerala University Board of Examination at B.Ed. Level. Subject Expert , Judge for School level/college level competitions .

The profile of the faculty is published in the website of the college and the institution publicise the expertise through it. The management assigns the teachers to its sister institutions for rendering and extending their services and expertise on various occasions. The college magazine reports the achievements of the faculty and it acts as a source of publicity about the institution.



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

No revenue has been generated so far since all services are provided informally and free of cost on the basis of academic interest and social commitment.

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

As stated above no revenue has been generated and hence not utilized.

3.4. EXTENSION ACTIVITIES

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

Extension activities form an integral part of the co-curricular activities of the college. The institution renders many services to the local community. Some of them are:

- Regular visits for giving financial aid and distribution of clothes
 - Gandhi Bhavan- A home for destitute
 - Asha Bhavan- A home for differently abled children
 - Old age homes and hospitals
 - Prakashadhara school for differently abled,
 - Sanketham –Home for mentally ill persons
- Free tuition to poor students of nearby schools.
- Faculty members conducts classes on value education, counselling, personality development, soft skill, educational guidance, pre-marital, physical and health education classes etc. for the teachers and students of neighbouring schools.

Social service activities of the college like blood donation, awareness programmes etc. are useful for the local community.

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

The institution has benefited a lot from the community in various ways. The local self government bodies, PTA and other community agencies have close link with the college.

Table 3.4.1. Benefits of the institution from community



Community participation	Community Networking	School networking
<p>LSG leaders' representation in all college programmes.</p> <p>Participation of local people in college activities</p> <p>Medical practitioners services in necessary occasions</p> <p>Safety measures in hartals and strikes by local people</p> <p>Parents participation in PTA meetings</p> <p>Financial supports from public for college development</p>	<p>Collaborate with Local Self Government programmes</p> <p>Link with nearby schools and colleges</p> <p>Participation in activities of nearby religious institutions and cultural organisations</p> <p>Link with Bus Services of the State and Private groups for conveyance facilities with concession for students.</p> <p>Link with nearby banks for financial transactions of the institutions.</p> <p>Seeking helps from nearby hospitals in emergencies.</p> <p>Nearby homes render accommodation facility for boys.</p> <p>Seeks help from the local police station.</p>	<p>Institution collaborates with nearly 20 schools for teaching practice</p> <p>School teachers render their service through demonstration classes, curriculum awareness classes etc.</p> <p>School teachers serve as judges for various college level competitions</p> <p>School infrastructure facilities like, Play ground, Basketball court, Auditorium etc. are shared by the college.</p> <p>School facilities like scouts and guides, band set, school vehicles etc. are used for various functions.</p>

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

The following are our future plans and major activities:-

- Village Adoption
- Vocational training to the inmates of Gandhi Bhavan.
- A Programme for Rural Waste Management
- Take up a project for tribal school in collaboration with the local self Government
- Community living programme in a remote area and awareness programme for that community.
- Organising a street play for sensitising on social issues



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

The institution has successfully completed many projects for the community development. We have conducted free tuition programmes for the poor students of the model school. As per the needs of the school, different teaching aids were donated by the institution. The faculty organise awareness programmes for the PTA and mother PTA for the nearby schools. The faculty organise examination preparation courses for the X and XII students of the schools.

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

- The core papers of the course EDU-01 and EDU-05 directly conveys the social and citizenship values and skills to the students.
- We conduct debates, seminars, discussions, role play on different value related topics to develop these values. Different student organizations are functioning in the college to develop the social and citizenship values.
- A community Living camp is conducted on every year in the college to learn to live together.
- Veteran personalities from different walks of life are invited for talks.
- All days of National Importance are celebrated to inculcate the spirit of nationalism and patriotic feeling among students.
- Classes on legal awareness, cyber laws, human rights, women rights are conducted every year.
- Faculty members take classes and participate in the seminars related to citizenship training.

3.5. Collaborations

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

The institution has established linkages with four organizations namely CTE (Council of Teacher Education) AIACHE (All India Association for Christian Higher Education). AIAER (All India Association for educational Research) WWF- India-World Wild Life Fund). Our Faculty members regularly participate in various programmes of national level organisations and get benefitted from the discussions.

The institution conducts workshops and seminars in collaboration with other organisations.

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

The faculty participates in International Conference and Seminars and presents their views on these platforms, even though it has no direct linkage with International Organizations.

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

• **Curriculum Development**

The linkages and the collaborations with the National and International agencies provide opportunities and avenues to our faculty members in understanding the developments in the area of education. The outcomes of the seminars, workshops etc helped the faculty to suggest modifications and innovations in the B.Ed. curriculum.



- **Teaching**

The linkage with the above mentioned organizations provided insight into the recent practices in teaching and learning. The faculty adopts modern instructional strategies and pedagogy by interacting with professional learning community.

- **Training**

From the collaborations the faculty gained training in various fields like SPSS package, ICT enabled lesson planning, creating blog and use of internet. It helped to develop innovative teaching and learning strategies and equipped the teachers to incorporate technology with the transactional process.

- **Practice Teaching**

The association with the DIET, SCERT, NCERT and CTE helps us in the realization of the paradigm shift made by the state in the secondary school curriculum which enable the faculty to train the student teachers in innovative strategies of lesson planning , and exposing the students to various e-resources

- **Research**

As a result of the linkages with these organizations, our faculty members were able to undertake research projects, supervise research work and publish research papers. Adequate opportunities got to participate in various research conferences and publish papers in compendiums.

- **Consultancy**

Faculty provides research consultancy to scholars of different Universities and also serves as academic consultants for many organisations.

- **Extension Activities**

The institution has a charity project called ‘Sandhwanam’ which gives donations to needy students of the institution. The college extends help to “Gandhi Bhavan”- a home for the destitute and “Asha Bhavan”- a home for differently abled children in Pidavoor. We also distribute food packets and clothes to the patients of government hospitals and other needy people.

- **Publication**



The linkages with various organizations have enabled our faculty to publish theoretical and research papers in National and International journals. Faculty members serve as member of the peer review committee of journals and executive editor of the textbook publishing committee of Christian education. Many of our faculty members regularly publish their articles in International and National seminar proceedings.

- **Student placement**

Many of our students get placement in schools and colleges in India and Abroad

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

The college maintains a healthy relationship with the nearby schools and colleges.

Table 3.5.1 Institution school linkages

Nature of linkage with school	Activities
Teaching	<ul style="list-style-type: none">▪ Teaching practice in schools of two districts▪ School teachers conduct demonstration classes for student teachers▪ Faculty conduct sessions on various topic for teachers and students of schools
Seminars	<ul style="list-style-type: none">▪ Seminars are conducted for teachers and students
Counselling	<ul style="list-style-type: none">▪ Institution organises counselling sessions for parents and students of schools
Cultural activities	<ul style="list-style-type: none">▪ Training and evaluation of artistic performances for youth festivals and other competitions
Extension	<ul style="list-style-type: none">▪ Student teachers give free tuition for needy school students and distribute learning materials for them
Infrastructure facilities	<ul style="list-style-type: none">▪ The facilities of the college like seminar hall, library, public address system etc. are given for schools for their programmes



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

All our faculty members visit the practicing schools and discuss the major developments and modifications that occur in the B.Ed. curriculum and the school curriculum

Table 3.5.2 Engagement of faculty in teaching practice

Design	Practice	Evaluation
Guidance and supervision for preparation of lesson manuscripts.	Continuous monitoring during practice teaching	Collecting feedback from school personnel
Guidance in designing ICT based teaching materials	Interactions with school faculties to get feedback about performance.	Observation of classes by general teachers and subject teachers
Helping for preparing timetables in schools for practice teaching.	Encouragement for shared teaching and peer review	Assessment of reflective journals
Supervision for preparing diagnostic tests and achievement tests.	Weekly gathering for reflections and feedback	Review of records of teaching practice
Guidance for conducting school assemblies and other programmes.	Regular visits to schools for rectification of Lesson manuscripts	Assessment of the utility and relevance of teaching aids used.
	Supervision of practicum and field works within the school	

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

Faculty members serve as subject experts and resource persons in professional colleges, teacher education institutions, high schools and higher secondary schools

- Faculty members are associated with the task of restructuring the B.Ed. and M.Ed. curriculum of the University of Kerala and Mahatma Gandhi University,
- Faculty members serve as members of Board of Studies (PG and UG) of the University of Kerala
- All faculty members serve as Chairman/Chief/additional examiners of the B.Ed.. practical and theory examinations.
- Faculty serves as chair persons and resource person of different international and national level seminars conducted in different colleges



3.6 BEST PRACTICES IN RESEARCH, CONSULTANCY AND EXTENSION

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

- Workshops and seminars on different themes have been conducted for teacher educators and for student teachers.
- The institution encourages the faculty and students to attend and present papers in various International and National seminars and workshops.
- Faculty undertake minor research projects with the financial assistance of UGC
- Four of faculty members are research guides. Five of faculty has already acquired Ph.D. and all the other members are pursuing research.
- Faculty members provide research consultancy to research scholars of various Universities

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

The College has constituted Research and Publication committee which monitors and reviews the various research activities of the faculty .The committee reviews research proposals and papers prepared by our faculty.

Research committee encourages the faculty to carry out research and publication

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

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

Peer team suggestions	Actions taken up by the college
Faculty may assist students to carry out action research.	Students undertake action researches in the form of practicum under the supervision of teachers.
There are no ongoing research projects in the college.	Faculty regularly apply receive and conducts minor research projects.
Each student has to make a case study of a school child-this is a good practice.	Case studies are conducted by the students as part of practicum



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

The institution promotes research among the faculty and encourages their participation in academic bodies and organisations. All faculty conduct research works and present and publish their works in seminars and journals. The faculty periodically attend in service courses to update their knowledge and skills.

Four of the faculty members are research guides in the faculty of Education .Eight faculty members are pursuing research under these supervising teachers .Two of them have availed FDP. Projects are undertaken by faculty during the 11th and 12th plan. We encourage our students to undertake minor projects and action research during the course. The institution promotes the research activities of outgoing students and many alumni have awarded Ph.D and many are pursuing researches. The institution aspires to develop as a research centre of education under University of Kerala.

Criterion IV

INFRASTRUCTURE AND LEARNING RESOURCES



PHYSICAL FACILITIES

**MAINTENANCE OF
INFRASTRUCTURE**

**LIBRARY AS A LEARNING
RESOURCE**

**ICT AS LEARNING
RESOURCE**

OTHER FACILITIES

**BEST PRACTICES IN
INFRASTRUCTURE AND
LEARNING RESOURCES**



CRITERION IV: INFRASTRUCTURE AND LEARNING RESOURCES

4.1 PHYSICAL FACILITIES

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

The college has sufficient physical infrastructure as per NCTE norms to conduct B.Ed. and M.Ed. courses. The college has a total built up area 4337.82 sq. meters. The institution has well furnished physical infrastructure in terms of Classrooms, Staffrooms, Library, Computer Lab, Language Lab, Technology Lab, Psychology Lab, Physical Science Lab, Natural Science Lab, Physical Education Room, Seminar Hall, Multipurpose Hall, Guest Room, Hostel, Toilet blocks, Administrative office and Principal's room.

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

Table 4.1 Facilities provided by the college

Blocks	Facilities/infrastructure	Dimension	Facilities
MAR THOMA DIONYSIUS BLOCK	GROUND FLOOR		
	D1:Office Room	765x912	Computer with Internet, phone, sufficient furniture
	D2:Principal's Room	372x912	Computer with Internet, phone, fax, printer, scanner, sufficient furniture
	D3:Visitor's Lounge	366x912	Adequate chairs and Almirahs
	D4:Manager's Room	619x912	sufficient furniture
	D5:Computer cum Language Lab	610x912	16 computers with high speed internet ,webcam, printer, CD racks and sufficient tables and



			chairs
	D6:Meditation Room	332x912	Sufficient furniture
	D1(a):Dining hall	290x514	Sufficient furniture
	D1(b):Store room	230x290	
	D1(c):Toilet	143x145	
	D7:Toilet	138x191	
	D7(a):Toilet	610x177	
	FIRST FLOOR		
	D8:Career Guidance Room		Sufficient furniture
	D9: Multipurpose Room	1630x1120	Well furnished stage, amplifier, LCD projector , Lecture stand, Computer , LCD TV
	D10:English Classroom	640x1120	Sufficient desk and benches, computer, LCD projector, Lecture stand, Notice board, Models and charts
	D11:Staff room	632x1120	Sufficient furniture
	D12:Staff's Dining room	365x1120	Sufficient furniture
	D13:Staff's toilet	242x206	
	D14:Social Science Classroom(A)	610x510	Sufficient desk and benches, computer, LCD projector, Lecture stand, Notice board, Models and charts
	D15: Social Science Classroom(B) cum Lab	610x832	
	D16:Social Science classroom(C)	644x640	
	D14(a):Toilet	150x206	
	SECOND FLOOR		
	D17:Physical Science Lab	680x1003	
	D18:Natural Science Lab	678x1003	



	D19:Psychology Lab	678x1003	Almost all lab equipments needed for each lab and seating facilities.
	D20:Educational Technology Lab	678x1003	
	D21:Physical Education Lab	678x1003	
	D22:Toilet		
	D23:Counselling Room		Sufficient furniture
	D24:Ladies Lounge		Sufficient furniture
	D25:IQAC Room		Sufficient furniture
JUBILEE BLOCK	GROUND FLOOR		
	J1:Seminar Hall	1865x620	Well furnished stage, amplifier,LCD projector,Lecture stand, Air conditioner
	J2:Physical Science Classroom(A)	928x620	Sufficient desk and benches, computer, LCD projector, Lecture stand, Notice board, Models and charts
	J3:Physical Science Classroom(B)	950x620	
	J4:Staffroom		Sufficient furniture
	FIRST FLOOR		
	J5:Commerce Classroom	915x620	Sufficient desk and benches, computer, LCD projector, Lecture stand, Notice board, Models and charts
	J6:Natural Science Classroom(A)	915x620	
	J7:Natural Science Classroom(B)	915x620	
	J8:Placement/grievance redressal cell	915x620	Sufficient tables, chairs and almirahs.
	J9:Work Experience Lab	671x620	Black boards, shelves, tables, chairs, materials for making charts and models



M.Ed. BLOCK	GROUND FLOOR		
	L1:Library	2402x620	Adequate books, journals, encyclopedias, yearbooks, CD racks ,Computers with Internet, printer, scanner, Photocopier, barcode scanner and sufficient furniture
	L2:Reference Room	610x597	
	L3:Stack Room	610x463	
	Toilet	282x150	
	M1:Mathematics Classroom(A)	945x620	Sufficient desk and benches, computer, LCD projector, Lecture stand, Notice board, Models and charts
	M2:Mathematics Classroom cum Lab(B)	978x620	
	Ladies Toilet block		
	FIRST FLOOR		
	M3:Research Guidance Room	1530x620	Sufficient furniture
	M4:M.Ed. Classroom(A)	865x620	
	M5:Co-ordinator's room	940x620	
	M6:M.Ed.Staffroom	940x620	
	SECOND FLOOR		
	M7: M.Ed. Classroom(B)	820x620	Sufficient furniture
	M8: M.Ed. Classroom(C)	955x620	
	M9:Dining Room	671x620	
	M10:M.Ed. Classroom(D)	950x620	
	M11:Researchers' Room	935x620	

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

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

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



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

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

- ❖ Multipurpose hall
- ❖ Well equipped seminar hall
- ❖ Work Experience Lab
- ❖ Library
- ❖ Computer Lab
- ❖ Psychology Lab
- ❖ Physical Science Lab
- ❖ Natural Science Lab
- ❖ Technology Lab
- ❖ Language Lab
- ❖ Reprographic facilities like printer, scanner, and photocopier
- ❖ Meditation room
- ❖ Display boards
- ❖ Audio visual equipments
- ❖ Outdoor game facilities such as play ground for foot ball, volley ball, basket ball, throw ball, badminton etc.
- ❖ Items of indoor games like chess and caroms.
- ❖ Items of health and physical fitness such as treadmill, exercise cycle, abdominal exercise machine etc.

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

Physical infrastructure of the college is shared for educational, cultural and social activities of nearby schools.

- Our multipurpose hall and seminar hall are the venues for various competitions and convention meetings conducted by the church, management, local bodies and other community organizations.
- The college allows its audio-visual facilities and materials to be used by the other institutions.
- Our library is utilized by the student teachers of the nearby training colleges.



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

- Separate rest rooms and toilets are available for ladies and gents.
- The college has three water purifiers and a water cooler for supplying purified drinking water.
- There are four water tanks with capacity 10000, 7000, 1000 and 1000 liters respectively
- Dustbins, a napkin vending machine and an incinerator are available in the college.
- A health club is functioning in the college with adequate equipments for physical fitness.
- The college conducts various classes based on health and hygiene in collaboration with nearby hospitals.
- Coffee vending machine is provided in the college.

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

The college has a hostel in the college campus for the ladies.

- The hostel has an intake of 116 student teachers with 30 rooms.
- The inmates are provided with the indoor and outdoor game facilities.
- Sufficient bathroom and toilet facilities and constant supply of water is ensured in the hostel.

4.2 MAINTENANCE OF INFRASTRUCTURE

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

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

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



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

Items	2009-10		2010-11		2011-12		2012-13		2013-14	
	UGC	Mngt	UGC	Mngt	UGC	Mngt	UGC	Mngt	UGC	Mngt
Building	20,00,000		12,50,000	15,00,000				12,50,000		
Laboratories (PD account)		10,000		10,000		10,000	3,93,510	10,000	98,312	10,000
Furniture		10,500		8,300		5,300		10,200		4,600
Equipments			7,61,792	8,34,420					13,95,000	
Computers			3,24,655		37,000					
Transport/ Vehicle										

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

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

- The optimal use of infrastructure facility is ensured by skillfully planned timetable.
- Various method laboratories, language lab and computer lab are utilized by the student teachers.
- The multipurpose hall and seminar hall are used for organizing the state and national seminars, cultural programmes, celebrations, intercollegiate competitions and debates.

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

The institution maintains a beautiful and plastic free campus. The college building is situated 200 meters away from the main road and is pollution free

- Eco-friendly programmes are conducted in the college under the leadership of nature club.
- The college maintains an herbal garden and rain water harvesting facility.



4.3 LIBRARY AS A LEARNING RESOURCE

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

- The institution has one professionally qualified librarian with M.LIS, M.Phil degree. He is a lifetime member of Kerala Library Association.
- Two library assistants also work in the library to assist the librarian in his duties.

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

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

Details of the learning resources available in the library

Resources		Availability
Total number of books		11700
Total number of titles		8000
Number of Journals	International	3
	National	22
Periodicals		10
Dailies		4
Online Journals		3000
E-books		83000
CD Rom		152



Thesis	183
Software	Grandha–automation software, JAWS for visually challenged
Internet Access	Yes

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

The institution has a library committee to systematically review the library functions. A library committee is constituted with seven members for giving direction on all matters related to the organization and services of the library.

✓ Composition of library committee

The members of the library committee are:-

- Principal (Chairperson)
- Librarian(Secretary)
- IQAC coordinator
- Junior superintendent
- Management representative.
- Faculty representative
- Student representative(nominated)

✓ Functions of the library committee

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



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

The library is automated with GRANDHA Software. Users can search bibliographic details of books, thesis, CD, reference books etc. through OPAC (Online Public Access System). The software is connected to all the systems in the library.

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

The library has five computers with internet connections and all are linked with printer and scanner. The library provides reprographic facilities like photocopying, printing, scanning; CD/DVD writing etc., for this one network printer and a photocopier is available in the library.

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

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

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

- The college library functions from 9a.m. to 5p.m. on all working days (Monday to Friday) and from 10a.m. to 4p.m. on Saturdays.
- The library is open around 284 days per year 8 hours per day.
- Library periods are allotted for student teachers subject wise for the better use of the library
- Extension of library hours is possible during examination days on request.
- The library works from 9.30 a.m. to 4.30 p.m. during vacation.

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

The list of new arrivals is displayed in the library notice board and the new arrivals are placed on the new arrival shelf.

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



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

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

- For the convenience of visually and physically challenged persons the library is situated in the ground floor.
- Special seating arrangement is made for the visually and physically handicapped children.
- Assistance in selection and retrieval of books is provided and preference is given to such category of student teachers in issue and returns of books.
- For the visually challenged student teachers a computer with software 'JAWS' is reserved in the library.

4.4 ICT AS LEARNING RESOURCE

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

- The institution has a well equipped computer lab with 24 computers. Staff and student teachers can make use of these facilities free of cost. The student teachers in small groups are given practical training in computer operations.
- Faculty and student teachers make use of Smart Boards, Computers, CD's, T.V., DVD, Stereo, Tape Recorder, Radio, Slides, LCD, OHP, White boards, Projector screen, and other audio-visual facilities in our institution for teaching learning process.
- The classrooms are equipped with computers and LCD projectors.
- Student teachers are given training in handling these equipments and using them in making learning effective.

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

- The revised curriculum gives emphasis to techno pedagogical content knowledge analysis and hands on experience on computer application and incorporating technology into pedagogical transactions.



- Specific time is set apart for computer education in the timetable which ensures that every student teacher is given training in computer skills.

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

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

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

- Student teachers prepare power point slides, lesson transcripts, diagnostic tests and achievement tests using computers.
- Student teachers are trained to use internet facility for acquiring the latest knowledge in their respective subjects for the preparation of lesson plans.
- Student teachers make use of software's like online quiz makers, hot potatoes etc. in the teaching and learning process.
- Student teachers develop educational blogs and submit assignments online.

4.5 OTHER FACILITIES

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

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



4.5.2. 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?

There are various audiovisual facilities available with the institution.

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

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

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

- **Psychology Lab**

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

- **Technology Lab**

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

- **Method Lab**

The college has separate science labs for Physical science and Natural Science with the



required equipments for demonstrating and doing experiments .Also class attached laboratories are available for Mathematics, Social science and Commerce.

- **Computer Lab**

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

- **Language Lab**

The college has a well equipped language lab designed to improve the language competency of the student teachers. It is a fully computerized, futuristic lab with one teacher console and 15 student consoles. The software has provision to listen, respond, record, and to re-listen, compare, and correct. The software also provides the teacher excellent control and evaluation options.

- **Work Experience Lab**

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

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

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

- Multipurpose hall, which can accommodate nearly 250 students is equipped with public address system, LCD TV, LCD projector and Computer .It is a venue for general assembly, conferences and other cultural events.
- An air conditioned seminar hall with a seating capacity of 100, equipped with the modern audio and video system is used for conducting seminars, debates and symposiums.
- All the athletic equipments are available in the college. A multipurpose synthetic court, a fenced football ground and 200 m track are also there.



- A health club with height and weight measuring system, physical fitness equipments like abdominal exercise machine, treadmill, exercise cycle, , dumb bells etc. is functioning in the college.
- Since all the sister institutions have adequate transportation facilities,the college make use of them..

4.5.5. Are the classrooms equipped for the use of latest technologies for teaching? If yes, give details.

If no, indicate the institution's future plans to modernize the classrooms.

The classrooms are equipped with LCD projectors and Computer.

4.6 BEST PRACTICES IN INFRASTRUCTURE AND LEARNING RESOURCES

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

The faculty practices the diversity of instruction by utilizing the various learning resources.

- The faculty utilize the library to the maximum extent and transact updated knowledge in the classroom
- Student teachers are provided with opportunity for utilizing laboratories
- Participation in sports activities is made compulsory for student teachers
- Student teachers are also motivated to integrate newer technologies in the teaching learning process.
- The faculty has membership in online professional learning communities.
- The infrastructure facilities are utilized for various activities including community living camp

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

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

- ✓ Using Blogs in teaching and learning
- ✓ Networking of computers
- ✓ E-content development
- ✓ Modern classrooms
- ✓ Preparation of webpage
- ✓ Broadband unlimited internet connection



- ✓ Computerized library with e resources
- ✓ College website with news flash
- ✓ Enrollment in Infilbnet N-list.
- ✓ Enabling the visually challenged student teachers to browse with 'JAWS'
- ✓ Video recorded microteaching classes
- ✓ Online linkage with university
- ✓ language lab
- ✓ Automated office

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

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

- Modernized library with e resources
- Modern classrooms
- Well furnished seminar hall
- Well equipped laboratories
- Generator facility for uninterrupted power supply
- Indoor and outdoor sports facilities
- Rain water harvesting facility
- Incinerator
- Herbal garden

Additional information to be provided by institutions opting for reaccreditation/ 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 college has been accredited by NAAC in 2004 and was appreciated for the well equipped infrastructure facility and learning resources of the college. The following suggestions were made:-

Evaluative observations:



- There is need to make provision for methods laboratories, computer lab with adequate number of computers and internet, conference room and special purpose rooms based on students' needs.
- The college also need to augment its learning resources, especially library holdings-books and journals.
- The materials and equipments in the science, social science and psychology lab and methods labs are to be upgraded.

Actions taken:

The college has made improvements based on the suggestions in the following ways:-

- The computer lab was upgraded with adequate number of computers
- Computerized library with internet and reprographic facilities with enhanced number of books and journals is functioning in the college.
- The computer lab has sufficient number of computers with internet connection.
- Modern seminar hall was established and special purpose rooms were furnished.
- Science, Social science, psychology lab and methods labs were renovated with adequate number of equipments

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?

The college has been accredited by NAAC in 2004. Since then the institution has made a tremendous increase in the infrastructure facilities of the institution. The college has built a Jubilee block to enhance the infrastructure facilities. The following are the additions after the last accreditation:-

- New classrooms in the Jubilee block
- Automated office
- Modern classrooms
- Herbal gardening and rain water harvesting facility
- Upgraded Indoor and outdoor sports facilities
- New Toilet block with Incinerator and napkin vending machine facilities

Criterion V

STUDENT SUPPORT AND PROGRESSION



STUDENT PROGRESSION

STUDENT SUPPORT

STUDENT ACTIVITIES

**BEST PRACTICES IN
STUDENT SUPPORT AND
PROGRESSION**



CRITERION V: STUDENT SUPPORT AND PROGRESSION

5.1. STUDENT PROGRESSION

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

The institution assesses the entry behavior of each student-teacher through various modes and academic activities are planned on the basis of students' needs, interests and aspirations.

Table 5.1.1. Assessment of student preparedness

Area of preparedness	Assessment mode	Follow up Activities
Knowledge	<ul style="list-style-type: none">• Entry level teaching aptitude test• English language ability test• General awareness test• Secondary school syllabus awareness test	<ul style="list-style-type: none">• Teaching aptitude is enhanced through theoretical practical teaching process.• English language development programmes• General awareness enhancement through discussions, debates, Quizzes, information bulletin etc.• Secondary school syllabus transaction and learning through optional classes
Attitude and values	<ul style="list-style-type: none">• Oral and written responses of 'perspectives on teaching'• Sharing of thoughts on 'Teacher as a role model'• Role play on roles and challenges of teacher	<ul style="list-style-type: none">• Interactive sessions on roles of teacher, teacher personality, teacher behavior, facing the classroom challenges etc.• Interactions with expert teachers and award winners to motivate and inspire student teachers. Extension activities to ensure the social roles.



Skills	<ul style="list-style-type: none">• Stage presentations of various artistic talents• Talent Hunt• Self Introduction with talent display• Presentation of secondary school syllabus topics in optional classes to identify teaching skills	<ul style="list-style-type: none">• Cultural programmes to develop talents and other skills.• Oratory training for improving the skills of public speaking• Stage programmes to reduce stage fright• Micro teaching and link practice for developing teaching skills• Teaching practice sessions to equip the self for teaching• ICT training to improve computer literacy
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5.1.2. How does the institution ensure that the campus environment promotes motivation, satisfaction, and development and performance improvement of the students?

The clean and serene campus environment on the hillock motivates the student teachers to improve their performance. The tutorial system, co-scholastic activities through various clubs, extension services, SUPW, user-friendly library, participation in university and inter-college competitions, IT oriented programme, celebration of days of importance, awareness programmes, etc. ensure the performance improvement of student teachers. The performance of the student teachers is evaluated through test papers, internal examinations and various co-curricular activities. The oral and written feedback and reinforcement through awards and prizes give satisfaction to students.

Cordial 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.

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

The drop-out rate is negligible in our institution. The male applicants and their enrollment for teacher education course are comparatively very low in the State. Only those students who get placement in employment and are unable to avail leave from the employer, leave the institution without completing the course. The gender-wise drop-out rate of students during the last five years is given below.



Table 5.1.2 Drop out rate of B. Ed. students during the last five years

Academic Year	No. of students Admitted		No & % of Drop outs	
	Boys	Girls	Boys	Girls
2009 -10				
2010 -11	21	176	02 (10%)	03 (1.7%)
2011 – 12	16	167	01(6.5%)	02(1.2%)
2012 – 13	13	180	Nil(0)	01(0.5%)
2013-14	19	171	01(5.2%)	01(0.58%)

Whenever students feel difficulty in continuing the course due to financial/health/family problems the management and the staff supports them emotionally and financial supports are given. Faculty visits the homes of students to interact with the family members and render support for the students. The grievance redressal forum intervenes timely to solve the problems they face. All faculty maintain cordial relationship with the students and inspire the students to achieve their goals.

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

A career and placement cell is functioning in the college. Through this cell, the opportunities and vacancy position are disseminated to students. The teacher in charge provides awareness about the details of various jobs. Career talks are carried out periodically. To compete for the jobs the placement cell of our college is actively involved in searching out the vacancies in different government/ aided/ self-financing schools. Every year students of our institution qualify NET, SET, TET, CTET etc. Orientation and coaching for students in this regards are provided. The college library has ample reference materials for competitive exams like NET, SET, KTET and CTET and also subscribes career magazines.

Table 5.1.3 Number of Students Qualified in SET, NET in last two years

Year	SET	NET	CTET/KTET
2012-13	04	05	01
2013-14	02	01	00



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

A good number of students choose teaching as a career either as guest faculty or on permanent and regular basis in private and government institutions.

Table 5.1.4 Students pursuing higher studies/choose teaching career

Academic Year	Employment /teaching		Higher Studies	
	No.	%	No.	%
2011 - 12	162	88	26	14
2012 - 13	122	64	35	18
2013-14	91	48	30	16

5.1.6. 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 and access to internet is provided to all former students and teachers of practicing schools. All the dissertations are made available for reference to all the post graduate/research students in education of other colleges too.

5.1.7. 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.

Our management runs a number of educational institutions including colleges, high schools and higher secondary schools in which our students are placed on permanent and ad-hoc basis. Various schools and agencies are in frequent touch with the institution and send letters to recruit teachers. Our placement cell displays these letters on the notice board. The placement service cell renders all the necessary information and help to the students and alumni members enabling them to apply and get appointment in various government departments. The institution supports placement services cell by providing computer and free Internet service, providing certain journals, periodicals, etc. On request by the management of unaided schools and self financing colleges, we are providing candidates according to their needs.

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

Placement cell faces the following difficulties.

- The course duration of B Ed. is from November to November. Vacancy positions in aided and unaided schools and colleges are filled during April-May before the commencement of academic year.
- The vacancy positions are limited. So the placement cell is unable to cater to the demands and requests from the candidates.



- Many a number of students are not interested to take up jobs in schools in the unaided sector as very low salary being paid by them for a heavy work load.

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

The practice teaching schools are either government or aided. In government schools, placement cell assists in appointment of teachers on ad-hoc basis and in aided schools for regular posting including those run by our management.

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

Faculty is assigned charges to monitor the placement cell. The administrative staff assists in collecting the data and communicating the information regarding vacancies. Computer facilities are available for the placement cell.

5.2. STUDENT SUPPORT

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

The programmes are planned, implemented and revised in a systematic manner through collaborative efforts of the management, faculty, students and other stakeholders.

Table 5.2.1.Planning, evaluation and revision of programmes

Planning & implementation	Evaluation	Revision
Need assessment and orientation programme	Feedback analysis from students, Alumni, parents and other stakeholders.	Flexibility in activities as per the needs of students
Staff council meeting, assignment of duties and Academic calendar preparation	The results of the university examinations.	Change in time tables to cater to the academic needs of students
Publishing through website of the college	The feedback of external examiners	Various types of tests; objective and descriptive for internal assessment
Course outline preparation	The remarks of experts who visit the institution	Re tests for absentees and low scorers
Monitoring daily activities	The observation of management and other authorities	Solving the grievances related to
Formation and functioning of various committees		



Selection of schools for practice teaching and school induction programmes Interactions with community resources and planning of extension activities.	Self analysis of the staff and students Satisfaction of the local community.	internal assessment Accepting suggestions related to Practicum works and field works.
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In the beginning of the academic year itself an academic calendar with year plan is prepared giving due importance to curricular, co-curricular and extracurricular activities. Evaluation of curricular programme is done through regular feedback from students. The final outcome of students University Examination is an important criteria for evaluating the curricular activities. The observation of school mentors act as an evaluation of teaching aspects of the curricular domain. The comments made by the external examiners of the university are helpful for evaluating teaching performance.

Academic calendar schedules the dates of election and inauguration of students union, arts festival, sports day, national days of celebration, days of commemoration 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 is displayed on the notice board.

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

The institution encourages the admission of physically challenged students and supports them with all facilities. Curricular planning is done, keeping in mind the requirements of physically challenged students.

- Classrooms are rearranged to suit their convenience.
- Exemption from uniform dress code, permission to use scribes, extra time for examinations and submission of assignments are some of the conveniences provided.
- A separate computer is kept apart with JAWS Software (Version 12.0) installation for the differently-abled students.
- Peer students are designated for helping the blind to move across the campus and in the classrooms. Braille books and CD's are being procured for them

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

The mentoring service named KYSB (Know Your Students Better) consisting of 13-14 students are entrusted to mentor teachers 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.



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

Various national and international seminars and workshops are attended by the faculty of our institution. They also attend the orientation programmes and refresher courses organized by UGC-Academic Staff Colleges. College organizes seminars and workshops for the teachers in connection with Teachers Day and Founder's Day celebrations. The experience gained from various courses, seminars and workshops are effectively used in their classroom for effective transaction of curriculum and mentoring of students. The staff council discusses various aspects and suggests measures for improvement.

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

The college has a website- www.mounttabortrainingcollege.edu.in. In this website the details of the college, faculty members and their details, course details, admission details, notifications, news and events, photo gallery, facilities for interaction with the faculties etc. are posted. The website is updated regularly to publish the current activities of the institution.

5.2.6. 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.

- Periodic tests help to identify slow learners and remediation is provided before and after regular class hours.
- Remedial coaching classes are arranged for the academically low achievers before and after regular class hours and on holidays. The classes are handled by both the regular faculty and peer.
- Peer tutoring is also made use of in application of computer knowledge and other content areas.
- Retests are conducted to improve their performances
- Counseling is given for reducing the examination related anxieties.

5.2.7. What specific teaching strategies are adopted for teaching:

a) Advance 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 and are engaged in peer tutoring.

b) Slow learners

In the case of slow learners, teachers give more individual attention to them. Learning materials are presented in a simplified manner for them. Additional classes are taken to them for the papers and topics in which they felt difficulty with the help of ICT. Peers also help them to improve their performance.



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

- Educational guidance: For the initial guidance, four -day orientation programme is given . For regular guidance, tutorial service (KYSB) is provided. Whenever a student felt 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 students.
- Career guidance: Student teachers are guided for career planning and employment search as and when it is sought. They are given direction and motivation for choosing higher education opportunities. The placement cell of the institution motivates and empowers the students for finding out suitable jobs. It acts as a nodal agency for recruiting teachers to various schools in and outside Kerala. Students can register their names with the cell and get informed of the job opportunities.
- Personal guidance and counseling: Personal guidance is provided in the institution. For this tutorial sessions are carried out. One faculty is given charge of looking after the personal guidance, if required. Even though tutorial session is provided, any student can approach any teacher or head of the institution for personal guidance at any time.

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

A grievance redressal cell functions in the college for addressing the problems faced by students. Principal and teacher representatives constitute the cell. A grievance box is placed and students can place their complaint in the box. Every week the grievance box will be opened and the complaint will be analysed by the grievance redressal cell for immediate action. Matters require support from the management will be brought to the attention of it.

Major grievances redressed in last two years

- Improvement of drinking water facility
- Improvement of toilet facility
- Improvement of hostel facility
- Timely intervention for bus ticket concessions for students.
- Repair of electrical appliances in classrooms: fan, light, amplifier etc.

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

The progress of students in various programmes are observed and recorded accordingly. Academic and non academic performances are monitored at each stage. Academic performance of each student in written and practical works is recorded and internal marks are awarded to them. Internal and external examinations help to assess the progress and achievement of candidates. Performance outcome is communicated timely to student teachers as well as parents and support is provided for rectification and improvement.



5.2.11. 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 pre-practice period, microteaching sessions are arranged to ensure practice and mastery of various teaching skills for effective integration followed by link practice.
- Feedback, video lessons and demonstration classes help to develop competencies of the students.
- Criticism lessons and discussion lessons done 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 and school teachers visit and observe the classes taken by student teachers.
- Peer review and the feed-back obtained from supervising teachers contribute to better practice in teaching.
- Week-end reflection and discussion under the optional teachers in the college prepare a platform for self-improvement and becoming a reflective practitioner.

5.3. STUDENT ACTIVITIES

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

(i) List the current office bearers

The institution has an active alumni association.

Table 5.3.1 Current status of Alumni Association

Position	Name	Designation
President	Dr. Sunny Skariah,	Principal
Secretary	Mr. Shaji Luke ,	HSA, St. Stephens School Pathanapuram
Joint secretary	1.Mr. Binu Samuel 2.Ms. Arathy Krishna	HSA,St. Johns HSS ,Mavelikkara M Ed Student
Treasurer	Ms. Smitha Eapen	Assistant Professor, MTTC
Members, Executive Committee	1. Mr.John kutty, 2. Baiju Kumar, 3. Shibu Khan 4. Sangeeth Jose, 5. Sharafuddhin K C 6. Shanavas Khan	DYSP CI of Police HSA, CAM School Charummodu HSST, Ernakulam



(ii) Give the year of the last election –

The office bearers were unanimously selected in the month of October 2014.

(iii) List Alumni Association activities of last two years

- Endowments and awards are constituted by alumni like:
Diana Memorial Prize for the best Social Science Student Teacher was constituted by TOSA.
Full Attendance Endowment constituted by former principal and alumnus Dr. I Chandrika Deviamma.
- Organization of Inter-school Chess Competition
- Serve as resource persons for seminars/ subject Association/ Demonstration Classes.

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

1. H G Yakoob Mar Iraneus, Metropolitan of Kochi Diocese
2. H G Kuriakose Mar Clemis, Metropolitan of Thumpamon Diocese
3. Rev Fr. K A Abraham, Former Syndicate Member, University of Kerala
4. Dr. Prof. Viswanathan, Former Dean Dept of Education, University of Kerala
5. Dr. Thulaseedaran T V, Dean and HOD SPS , MG University
6. Dr Peter Mathew, Principal, Mangalam College of Education, Ettumanur.
7. Mrs. Veena George, senior News editor India Vision
8. Mr. Reji Joseph, Senior Sub-editor Deepika
9. Prof. Grace Annie Mathew, Former Principal, Peet Memorial Training College, Mavelikkara
10. Dr. I Chandrikadevi Amma, Former Principal, Mount Tabor Training College

5.3.2. 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 competitions in the college and ensuring participation in the University level competitions.

- The institution encourages the best performers in the extracurricular activities
By displaying their names in the college notice boards
By giving certificates, awards, prizes and medals.
By providing additional facilities such as costumes
- Faculty and non-teaching staff assist students during holidays and odd hours for practice
- Student teachers are motivated to participate in various inter college competitions and various cultural fests and bagged prizes and rolling shields to the college.
- Annual Sports Meet is held every year and full participation is ensured.
- Felicitation meeting for the winners in various competitions are arranged and the college awards prizes, shield, cups and certificates to them. Their photos also appear in college magazines.

Achievements during the last two years:

- Won prizes for debates and elocution competitions in intercollegiate fest
- Won prizes in intercollegiate quiz competitions
- Participated and won grades for literary and arts competitions of Kerala University



5.3.3. How does the institution involve and encourage students to publish materials like catalogues, wall magazines, college magazine and other materials? List the major publications.

The college encourages student teachers to prepare and display literary materials like wall magazines in observation and commemoration of nationally important days like Women's Day, Environment Day etc. Staff and student teachers are encouraged to contribute articles in college magazine every year. Periodical publication of Newsletter circulates various events and programmes, students' and staff achievements etc. Student teachers display their innovative teaching materials, SUPW products, Spot Magazine and models in exhibitions.

Publications of 2013-14

- The college magazine- 'Taborine'
- Mount Tabor Newsletter
- Class magazines and manuscripts

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

To promote the value of democracy and sharing of responsibilities the college insists upon the formation of the college union as per the guidelines prescribed by the university. The democratically elected college union consists of a chairman, vice chairman, general secretary, university union councilor; arts club secretary, sports secretary, magazine editor and batch / class representatives. Staff Advisor exercises the duty of Returning officer and all the staff members cooperate for the smooth conduct of election.

All the co-curricular activities of the college are organized and conducted by the various clubs and the college union according to the directions given by the staff advisor and faculty in charge. Student council conducts the activities in the college in accordance with annual calendar prepared. Review of activities is done by the regular meetings by student executive under the guidance of the principal and staff. The funding of student council is provided by the college from union fees collected from each student.

Major Activities organized by Students Council

- Arts Festival
- Literary programmes
- Community Living Camp
- Annual Sports Meet
- College day
- Publication of Annual magazine
- Environment day, Reading day, Women's day observations
- Blood donation
- Field trips



- Social service activities and visit to Charity institutions
- Quiz competitions and debates
- Oratory training programmes
- Class magazines
- Celebration of local and religious festivals
- Exhibitions
- Seminars
- Awareness programmes
- Campus beautification
- Poster presentations
- Felicitation meetings
- Film festival
- Spiritual services
- Invited talks by experts
- Community participation
- School link programmes

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

The institution has various bodies which has representation of students for academic, co-curricular and administrative levels. The following are the bodies where there is student representation and their activities:

1. IQAC
2. Students Council
3. Library committee
4. Grievance Redrassal Cell
5. Ant ragging committee
6. Discipline committee
7. Sports committee
8. Women Cell



9. Hostel welfare Committee
10. College Magazine Committee
11. Placement cell
12. MGOCSM
13. School Link committee
14. Seminar Committee
15. Research Committee

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

To improve the various aspects of college functioning, feedback is collected from students during the course and its end. Such feedback from students provides valuable inputs for improving the support services like library, computer lab, other lab facilities, hostels, teaching skill development, sports activities and other facilities.

After implementation of each programme immediate feedback is taken and defects are rectified. The feedbacks are collected from all stakeholders and revised for improvement.

5.4. BEST PRACTICES IN STUDENT SUPPORT AND PROGRESSION

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

- Four day Orientation Programme titled “Learning to Teach for Teaching to Learn” for the students during the first week of the programme. Entry level behavior is assessed and their needs and skills are identified. This induction programme helps the newly admitted scholars to familiarize with the institutional practices, course details and establish a good rapport with the teachers and peers.
- Oratory Training Programme aims at developing oratory skills and get rid of stage fright.
- Know Your Students Better (KYSB) programme for rendering mentoring and tutorial service for students.
- Integration of ICT in teaching and training
- Social Service Scheme named ‘Santhwanam’ and financial aid to the needy students.
- Communicative English Skills Development Programme
- Extension lecturers, group discussion, seminars, workshops and conferences for empowering students and keeping abreast with the latest development.
- Democratic involvement of students in academic and administrative committees, publication of college magazines and Study tours.



- Guest talks and Interactive sessions by Eminent Academics and Personalities arranged for Student teachers.
- Career guidance and placement cell
- Community living camps to learn to live together
- Multi skill development programmes
- Maximum opportunities for self development
- Supports for higher studies and competitive examinations
- Opportunities for interacting with Alumni
- Physical health and fitness programmes
- Guidance for emotionally disturbed students
- Collaboration with other teacher education institutions
- Well equipped library with awards for best users

Criterion VI

GOVERNANCE AND LEADERSHIP



**INSTITUTIONAL VISION AND
LEADERSHIP**

**ORGANISATIONAL
ARRANGEMENTS**

**STRATEGY DEVELOPMENT
AND DEPLOYMENT**

**HUMAN RESOURCE
MANAGEMENT**

**FINANCIAL MANAGEMENT
AND RESOURCE
MOBILIZATION**

**BEST PRACTICES IN
GOVERNANCE AND
LEADERSHIP**



CRITERION VI: GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 INSTITUTIONAL VISION AND LEADERSHIP

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

The ultimate goal of the college is to make the institution 'a centre of excellence in the field of teacher education'. The college has following objectives:-

- To enhance the physical, intellectual and moral growth of the student teachers through curricular and co-curricular activities.
- To promote social skills and values by ensuring community participation through extension activities.
- To develop leadership qualities and organizational skills among student teachers through student organizational activities
- To mould quality teachers having good character, integrity, commitment, enthusiasm and inspiration.
- To contribute to the knowledge society by enhancing the creative potentials of student teachers.

Vision

Mount Tabor is the hillock of transfiguration of Jesus Christ. The vision of Mount Tabor Training College is to transform and transfigure the students to be empowered teachers who engage teaching as a service and a sacrifice to save the learner from the darkness of evil and lead towards the light of wisdom.

Mission

- To equip the prospective teachers to become engaged citizens who are physically healthy, emotionally intelligent, personally effective, socially responsible, aesthetically sensitive, who have character, commitment and courage with global consciousness and local connectedness.
- To motivate student teachers to become transformative teachers who demonstrate faith in their thought, wisdom in words, courage in deeds and service as a symbol of their life.
- To mould the self into fully functioning personalities who integrate cognitive and affective talents in the classrooms to make learning a pleasant experience for the learners.
- To extend the teacher education services to the community for the well-being of the society.
- To explore the educational scenario to supplement, support and intervene in the educational sphere to make it more effective.
- To promote quality of Teacher Education in the light of a Christian understanding of the world and society.

The institution's vision and mission which reflects the teacher education aims and objectives are made known at all levels to assure their contribution. They are communicated to various stakeholders through college calendar, college magazine, newsletter, website and blogs. After the admission, the student teachers are informed by the institution's goals, vision and mission as part of the orientation program. These are fulfilled by the faculty through the various scholastic and co-scholastic activities conducted in the college.



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

To achieve its vision and mission, the college has introduced, through planned and systematic approach the following activities:-

- Innovative academic exercises to help students develop skill in their respective field of study
- Meaningful co-scholastic activities to inspire the student's sense of discipline, ethical and moral values
- Well organized centre for extension activities to involve students in community service
- Organize and inspire students to participate in literary and cultural competition to develop their innate creativity and talent.
- Conducts various programs like action research, counseling sessions and conscientization programs for diagnosis and remedy of problems related to present educational scenario.
- Documentaries on environmental issues helps to intervene the problems of the local community.
- Invited talks and retreats convey the educational institutions traditions and value orientations.
- Organize community living program to augment the social skills and values of student teachers and to mould the self of student teachers through yoga, mind power training, aerobic exercise, self defense etc.

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

The management encourages and supports involvement of the staff in ensuring the efficiency and smooth working of the institution in the following ways:-

- Organizes development programs for the staff such as lectures and seminars to ensure human resource development and quality improvement. Staff members are encouraged to attend such events and give opportunities to monitor the programs.
- Teachers are encouraged to take up research, guide research work, pursue higher studies and thus improve their professional competencies.
- The management provides all facilities to the staff to attend orientation/refresher programs to upgrade and update their knowledge. Publications in journals and paper presentations are also encouraged.
- Staff rooms with all basic amenities like shelves, TV, drinking water facilities and computers with internet connectivity are provided.
- Medical funds are provided to needy employees in emergency situations.
- The faculty is actively involved in the decision making process. All the faculty members are involved in the staff council and are members of various committees.
- The management occasionally conducts meeting with the staff to monitor the quality of teaching learning process.



Our college was established in 1960. It is a unit of an educational complex at Pathanapuram which is the happy fruition of the vision and tremendous industry of a towering personality of our immediately previous generation in Kerala, His Grace Mar Thoma Dionysius Metropolitan of the Orthodox Church. The Society of the Order of Sacred Transfiguration Mount Tabor, Pathanapuram is the educational agency which runs the college. The management of the college with a governing board of 14 members which is constituted as shown below:-

Governing Board
Manager Very Rev. C. O. Joseph Remban
Secretary Rev. Fr. K. V. Paul
Bursar Rev. Fr. Habeeb Joseph
Members Very Rev. Gabriel Samuel Remban Very Rev. Younan Samuel Remban Very Rev. Peter Thomas Remban Rev. Fr. Benjamin Mathen Rev. Fr. Yohannan Thomas Rev. Fr. David Koshy Rev. Fr. K.A. Mathews Rev. Fr. MarkoseGeevarghese Rev. Mother Superior, Mount Tabor Convent The Principal, Mount Tabor Training College(Member Ex-officio) The Principal, St, Stephens College(Member Ex-officio)

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

A better planning is required for the smooth functioning of an institution. It depends upon the co-operation and active participation of all staff members.

- The administrative function of our institution is carried out by the head of the institution through a consortium of committees in the college.
- The responsibilities of the staff are clearly defined and conveyed systematically.
- In the beginning of every academic year, staff meetings are held and work allotment is done. This is reported in the minutes of the staff meeting and college calendar.
- 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 junior superintendent, who, in turn, is assisted by the head accountant and other administrative staff. They look after the administrative affairs of the teachers and students.



6.1.5. How does the management/head of the institution ensure that valid information (from feedback and personal contacts etc.) is available for the management to review the activities of the institution?

- Feedback from students, teachers, alumni and PTA form the main feedback mechanism for performance assessment of the faculty and institution.
- The governing board, faculty and administrative staff meet at regular intervals to analyze the feedback gathered.
- The institution uses the feedback obtained from the various stakeholders to analyze, review and restructure the activities of the institution.
- The manager of the college interacts with the staff personally.
- The staff meetings conducted regularly analyses the feedback received from various stakeholders.

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

The college has adopted various techniques and methods for identifying the barriers in achieving the vision and mission. The members of the faculty and the administrative staff have frequent formal and informal meetings to discuss various matters of importance. The conclusions are reviewed in the staff meetings and the shortcomings are corrected. Our institution has linkage with other departments/ schools/ colleges and organizations. The feedback from these institutions helps us to evaluate the positive and negative aspects of the functioning of the institution for effective implementation and improvement.

6.1.7. How does the management encourage and support involvement of the staff for improvement of the effectiveness and efficiency of the institutional processes?

The management encourages and supports involvement of the staff in ensuring the efficiency and smooth working of the institution.

- Organizes development programs for staff such as lectures, conferences and seminars to ensure human resource development and quality improvement.
- Encourages and gives opportunities to monitor such programs.
- Encourages teachers to take up research, guide research work, and pursue higher studies to improve their professional competencies.
- Provides all facilities to the staff to attend orientation/ refresher programs to upgrade and update their knowledge.
- Publications in journals and paper presentations are encouraged.
- Staff rooms with all basic amenities like shelves, television, drinking water facilities and computer with internet connectivity are provided.
- Medical funds to needy employees in emergency situations are provided.



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

The quality of an institution is largely tied up with the leadership quality of the head of the institution in governance and management.

- The principal identifies the developmental needs of the students and career progression of the staff.
- The management gives functional autonomy to the Principal in all academic matters.
- The principal is the person who has the ultimate power in decision making, but all decisions are taken only after consulting the matter with the staff council.
- The principal takes the final decision only after discussions with the student council in matters connected with the students.
- The principal emphasizes the well being and welfare of students and staff.
- Innovative practices are discussed and introduced with the support of the management, staff and students.
- Different committees are formed and their functioning is maintained properly.

6.2 ORGANIZATIONAL ARRANGEMENTS

6.2.1. List the different committees constituted by the institution for management of different institutional activities? Give details of the meetings held and the decisions made, regarding academic management, finance, infrastructure, faculty, research, extension and linkages and examinations during the last year.

Different committees are constituted by the institution for the management of different institutional activities. The Principal is the member in every committee. They are the following:-

Planning Board: The planning board consists of the Principal of the college (convener), Very Rev. C. O. Joseph Remban (Manager), Mr. Jacob George, Dr. Sam V. Daniel, Dr. Rosamma Philip, Mr. N. V. Mathai (Junior Superintendent), Sr. L. Kunjamma (Head Accountant), Rev. Fr. K. A. Mathews, Rev. Fr. Roy Abraham (College Librarian).

Internal Quality Assurance Cell: The internal quality assurance cell consists of Dr. Sunny Skariah (Principal) is the chairman of the Internal Quality Assurance Cell. Very Rev. C. O. Joseph Remban (Manager), Dr. Tharamma George T., Associate Professor (Co-ordinator), Dr. George Varghese, Assistant Professor (Convener, Re-accreditation Committee), Mr. Jacob George (Associate Professor), Dr. Sam V. Daniel (Associate Professor), Dr. Rosamma Philip (Associate Professor), Mr. N. V. Mathai (Junior Superintendent), Sr. L. Kunjamma (Head Accountant), PTA President, College Union Chairman, Alumni Secretary, Head Master of St. Stephen's High School and Head Master of Mount Tabor High School.

Research Committee: The Research Committee for submitting project proposals consists of Dr. Sunny Skariah (Principal), Dr. Sam V. Daniel (Associate Professor), Dr. Rosamma Philip (Associate Professor), Dr. Tharamma George T. (Associate Professor) and Dr. George Varghese (Assistant Professor).



Library Committee: The library committee consists of Rev. Fr. Roy Abraham (College Librarian, Convener), Dr. Sunny Skariah (Principal), Dr. Tharamma George T (IQAC Co-ordinator), Ms. Lissy George (Assistant Professor), Ms. Asha K. Thomas (Assistant Professor), Ms. Benila Varghese (Assistant Professor), Mr. N. V. Mathai, Rev Fr. K. A. Mathews and College Union Chairman.

Career Guidance and Placement Cell: The career guidance and placement cell consists of Dr. Tharamma George T. (Associate Professor), Ms. Ceena Chacko (Assistant Professor), Mr. Binulal K.R. (Assistant Professor), Ms. Lissy George (Assistant Professor), Ms. Surya Chandramohan (Assistant Professor), and Ms. Sherly Philip (Assistant Professor)

Grievance Redressal Forum: The grievance redressal forum consists of Very. Rev. C. O. Joseph Remban (Manager), Dr. Sunny Skariah (Principal), Dr. Rosamma Philip (Associate Professor), Dr. George Varghese (Assistant Professor), Ms. Asha K. Thomas (Assistant Professor), Rev. Fr. K.A. Mathews, PTA President and PTA Secretary.

Anti Ragging Committee: The anti ragging committee consists of the Principal, Very. Rev. C. O. Joseph Remban (Manager), Dr. Sam V. Daniel (Associate Professor), Dr. Rosamma Philip (Associate Professor), Dr. Tharamma George T. (Associate Professor), Mr. Binulal K. R. (Assistant Professor), Ms. Smitha Eapen (Assistant Professor) and PTA president.

Purchase Committee: The purchase committee consists of Rev. Fr. Habeeb Joseph (Bursar), Mr. Jacob George (Associate Professor), Dr. Rosamma Philip (Associate Professor), Dr. George Varghese (Assistant Professor), Mr. Binulal K. R. (Assistant Professor), Mr. N. V. Mathai (Junior Superintendent), and Fr. Roy Abraham (Librarian).

Website Committee: Dr. Sunny Skariah (Principal), Dr. Sam V. Daniel (Associate Professor, Convener), Dr. George Varghese (Assistant Professor), Mr. Binulal K. R. (Assistant Professor), Mr. Jijan E.K. (Assistant Professor), and Ms. Tiji Rachel Thomas (Lecturer) are the other members.

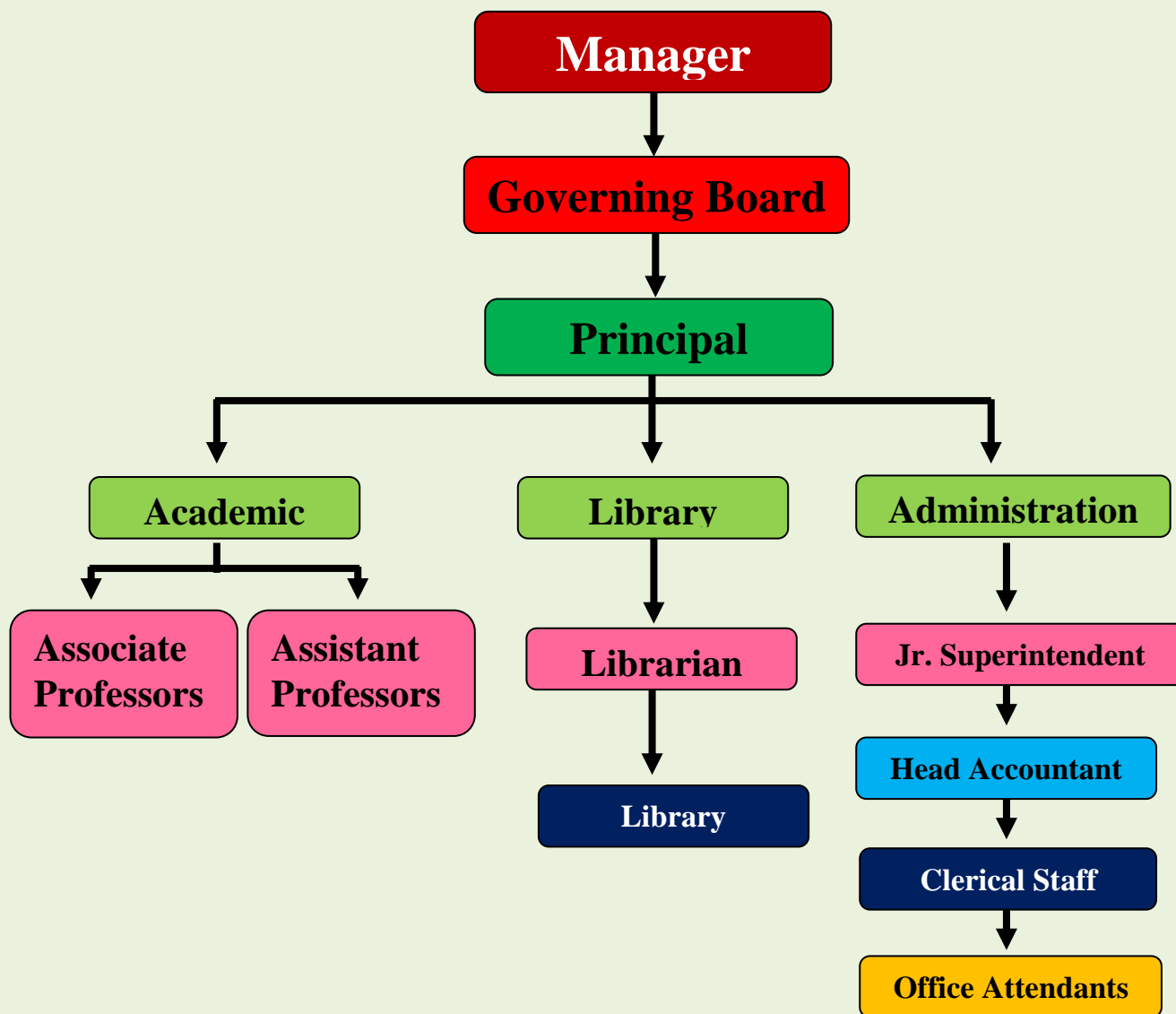
Details of the meetings held and the decisions made are furnished in the minutes books of the various committees.

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

The college academic and administrative bodies are headed by the principal. The principal delegates duties and responsibilities to these bodies for effective administration. The staff council composed of the principal and all the staff members act as an advisory body that helps the principal in his academic and administrative functions. The council meets periodically to decide major academic and administrative issues.



The organizational structure of the management, academic and administrative bodies are as shown below:-



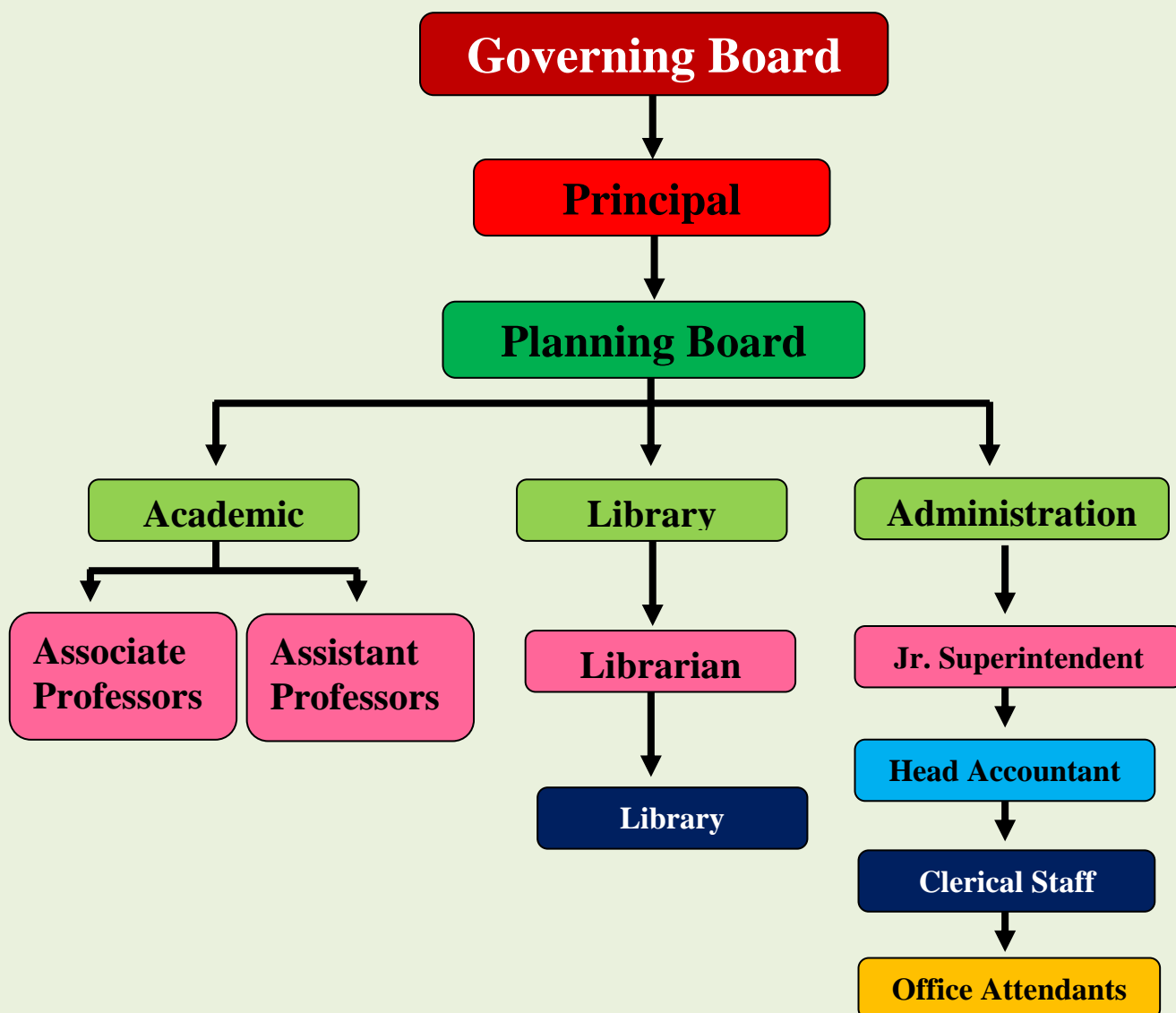
6.2.3. To what extent is the administration decentralized? Give the structure and details of its functioning.

The administration of the college is based on the democratic principle where responsibilities are delegated through all the academic and administrative staff which ensures participation and accountability. The college has a number of committees which collectively takes decisions and monitor the functioning of the college. Duties are divided and allocated to each staff member. To ensure efficiency of all the staff the duties are given in rotation periodically.

Developmental decisions of the institution are taken by the management, principal and the governing board is delegated to the planning board. The planning board with the co-operation of staff council and administrative staff carries out the decisions.



The structure of administrative organization is given below-



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

- The institution is a member of All India Association for Christian Higher Education (AIACHE) and Council for Teacher Education (CTE).
- The institution collaborates with the alumni for the valuable suggestions which lead to the growth of the institution.
- All faculty are members of various bodies and associations.
- The institution avails assistance from UGC for various projects and developmental activities.
- A healthy relationship is maintained with the schools, DIET, District Educational Office, SCERT, Kerala Higher Education Council (KHEC), University, organizations like WWF-India, AIAER, AIAET, and other educational institutions.



- The college also collaborates with various schools of Kollam and Pathanamthitta districts for the practice teaching.
- The college collaborates with the local bodies to carry out various conscientization programs, sports and keralolsavam.

6.2.5. Does the institution use the various data and information obtained from the feedback in decision-making and performance improvement? If yes, give details.

The institution uses the various data and information obtained from the feedback in decision making and improvement of performance in the following ways:-

- Feedback from students is analyzed and on the basis of this, decisions are taken or modified.
- Feedback from heads of the practice teaching schools and school teachers are analyzed and changes are made.
- Feedback from parents, alumni and other stakeholders are collected periodically and necessary changes are effected.
- Changes in dress code, acquisition of new books and journals, introduction of internet facility in the library, color printer and installation of JAWS software are the result of the feedback.

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

- The teachers show eagerness to take classes on their areas of interest to other disciplines also.
- Four of our faculty members are research guides and eight faculty members are pursuing research.
- Sharing of expertise among the faculty is ensured.
- Class on techno pedagogy was handled by faculty member for other faculty members.
- Class on lifestyle diseases was handled by associate professor of physical education.
- Class on life skill education, models of teaching etc was taken.
- New knowledge in the field of teacher education, technology, pedagogy etc are shared among the faculty.
- Staff tour, participating in family functions and celebration of birthdays and wedding anniversaries are celebrated regularly.

6.3 STRATEGY DEVELOPMENT AND DEPLOYMENT

6.3.1. Has the institution an MIS in place, to select, collect, align and integrate data and information on academic and administrative aspects of the institution?

The college has Management Information System (MIS). It is used to select, collect, align and integrate data and information on academic and administrative aspects of the institution in the following ways:-

- All data regarding the staff and students are stored in the principal's room, office and library and are used effectively.
- 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 development and review of data and information on the academic and administrative aspects are done manually.
- The faculty members follow the academic calendar of the college as well as the university.
- The staff members are enrolled in the government website 'Spark' from which every details can be obtained.

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

- The governing board meet, discusses and takes important decisions related to the appointment of staff, admission of students, administration and financial management.
- The manager and governing board members visits the institution frequently and gives directions whenever necessary.
- The manager also meets the staff at regular intervals to evaluate the performance.
- For managing different activities we have constituted various committees.
- The functioning of the different committees helps in the smooth and efficient functioning of the college.

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

Detailed action plan is prepared every year by the staff council in consultation with the governing body based on the feedback and future needs. The planning board constitutes various committees and delegates responsibility to them for the effective realization of the action plan. The planning board allocates the various funds to these committees. The financial sources to support the implementation of the mission and goals are UGC funding, government funding and funds from the management and college PTA.

6.3.4. Describe the procedure of developing academic plan. How are the practice teaching school teachers, faculty and administrators involved in the planning process?

The quality of an institution depends on the proper and effective way of planning their programs. We acquire it in the following ways:-

- Prior to the admission of students, the various programs to be conducted during the academic year are chalked out in a series of discussions, to develop the academic plan.
- Based on this, a work plan is made at the beginning of the academic year.
- The faculty and administrative staff are involved in the planning process.
- The planning includes various curricular, co-curricular and extra-curricular programs.
- On the basis of this, annual calendar is prepared, printed and given to all staff and students.
- The co-curricular and extra-curricular activities are planned according to the expectations and needs of the society, community and the nation.
- The programs of the academic year are conducted in accordance with the plan of action.
- All the members of the staff council perform the specific duties assigned to them in full earnestness.



- We fix the date of practice teaching after consultation with the heads of the practice teaching schools.
- Prior sanction is sought from the DEO and then from the heads of the practice teaching schools.
- We allot students to different schools based on their preferences.

6.3.5. How are the objectives communicated and deployed at all levels to assure individual employee's contribution for institutional development?

- The objectives of all administrative, academic and other activities are communicated through the monthly staff meetings.
- All the faculty are members of different committees in the college and assigned duties in staff council, thus ensuring opportunities to monitor different activities.
- Office circulars are also provided through a notice book.

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

The staff council review the implementation of action plan monthly. Based on the discussions and suggestions necessary revisions are effected.

6.3.7. How does the institution plan and deploy the new technology?

The institution has always strived to keep the faculty and the students abreast with innovations in the field of educational technology.

- Techno pedagogy is a compulsory subject in the curriculum and curriculum transaction is ICT oriented to keep pace with the recent developments in technology.
- The college helps the students to develop e-contents on important topics of pedagogical, philosophical and psychological areas.
- The institution encourages every faculty and students to create blogs for posting students reflections, ideas and learning materials.
- All the classrooms are equipped with computers, projectors, smart boards etc.
- The institution has well equipped computer lab with internet facility.
- The institution gives hands-on-experience in the use of technological devices.

6.4 HUMAN RESOURCE MANAGEMENT

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

The faculty development needs and career progression of the staff are identified as follows:-

- Self appraisal report is maintained by every staff which is reviewed by the principal. Based on the career advancement scheme proposed by the UGC, the principal advises the staff to attend orientation/ refresher, summer courses and short-term courses.
- The faculty members are encouraged for doing research.
- Facility for FDP programme (UGC) for improvement of professional growth.
- Encourages to present papers in seminars, workshops, conferences etc.



- Publication of research articles in international, national and state level journals.
- Undertake major and minor research projects.
- Encourage the faculty to organize seminars and workshops.

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

- Principal monitors the performance of the faculty and administrative staff.
- Self appraisal of teachers is done as per the stipulations of the government.
- The institution collects feedback from students, teachers and non-teaching staff through various sources.
- The feedback received will be made available to the staff and it provides ample opportunity for self analysis and appraisal.
- Data obtained are compiled, analyzed and interpreted in the college staff meetings and remedial measures taken to enhance the performance subsequently.

6.4.3. What are the welfare measures for the staff and faculty? (Mention only those which affect and improve staff well-being, satisfaction and motivation)

The welfare measures adopted by the institution to satisfy the needs of the faculty and staff are as follows:-

- Provision of loan facilities to both teaching and non-teaching staff
- Providing admission to eligible wards of the staff of the college in the B Ed. course and in other institutions run by the management under management quota
- Management encourages the staff for obtaining Ph.D. and higher qualifications under FEP for the teaching staff.
- Financial needs in case of emergency is advanced by the management of the institution.
- The management always encourage merit by felicitating achievement of the staff.

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

Our institution encourages and supports involvement of the staff in ensuring the efficiency and smooth working of the institution in the following ways:-

- The management organizes development programs for the staff like lectures and seminars to ensure human resource development and quality improvement. The staff is given encouragement to attend, organize and monitor many programs.
- Encourages teachers to take up research, guide research work and pursue higher studies to improve their professional competencies.
- The college provides all facilities to the staff to attend orientation/ refresher programs to upgrade and update their knowledge.
- Publications in journals and paper presentations are encouraged.



- When the university revised the B Ed. curriculum in 2012-13, all the faculty members actively participated in the revision of the curriculum as core committee and subject committee members. The faculty of this college acted as resource person in the orientation of the revised syllabus.
- The staff members are enrolled in the Government website 'Spark' and training for the same is provided to the administrative staff.
- Class on techno pedagogy was handled by faculty member for other faculty members.
- Class on lifestyle diseases was handled by associate professor of physical education.
- Class on life skill education, models of teaching etc was taken.
- New knowledge in the field of teacher education, technology, pedagogy etcare shared among the faculty.

6.4.5. What are the strategies and implementation plans of the institution to recruit and retain diverse faculty and other staff who have the desired 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 appointment of the staff is done as per the rules of NCTE, UGC and University. All the sanctioned posts are filled and whenever there is a vacancy, steps are taken to fill it. Since the institution offers course in different disciplines like English, Commerce, Natural Science etc. diverse faculty is appointed. Special post like computer teacher is appointed directly and paid by the management.

6.4.6. What are the criteria for employing part-time/adhoc faculty? How are the part-time/adhoc faculty different from the regular faculty?(E.g. salary structure, workload, specializations).

Usually part time/ adhoc faculty are not appointed.

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

Our college takes special interest in the career advancement of the faculty. This is ensured in the following ways:-

- Encourages faculty to pursue research.
- Management encourages teachers to pursue research under FDP and management ensures that all the benefits to them are provided.
- The institution directs all teachers to participate in the various international, national and state level conferences, seminars and workshops related to education for their professional development. The management allocates funds for faculty training.
- The faculty is encouraged to take membership in various academic bodies and professional associations.



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

The college has well furnished staff rooms with all the necessary amenities like shelves, computer, TV, drinking water facilities and dining hall. The faculty is provided with free internet facility.

6.4.9. What are the major mechanisms in place for faculty and other stakeholders to seek information and/or make complaints?

The major mechanisms for the faculty and stakeholders to seek information are the following:-

- College website
- College calendar
- College magazine
- College newsletter
- Notices issued from the college office
- Grievance redressal forum.
- Dailies.
- Right to information office.
- Information desk.

6.4.10. Detail on the workload policies and practices that encourage faculty to be engaged in a wide range of professional and administrative activities including teaching, research, assessment, mentoring, working with schools and community engagement.

As a college of teacher education, the institution is responsible for moulding the minds of student teachers.

- The work load of the teachers is as per the UGC norms. The timetable of the college is designed in such a way to ensure equitable workload to the faculty as per norms.
- The clubs conduct seminars, debates, quizzes and visit to prominent places. The activities are summarized in the newsletter of the college.
- The women's cell functioning in the college publishes a pamphlet 'Penmayuram' focusing on the issues and needs of the present generation.
- Conducts various innovative programs such as team teaching, cognitive coaching in training students, peer group interactions and intellectual discussions on creative issues.
- Student performance and attainment is tested and evaluated through internal tests, mid-semester examinations, model examination, evaluation of lesson plans, practicum's, records and teaching practice classes.
- Tutorial system to assist students in the holistic development.
- Supervising Ph.D, M Phil and M Ed. research work.
- Provides opportunity to the faculty to engage counseling classes and examination preparatory classes to different schools.
- Encourage the staff to acquire additional qualifications.
- All the faculty is insisted to be the members of the University external and practical examination boards.
- Engage the faculty to act as resource persons in Academic Staff Colleges, SCERT and IGNOU.
- Encourages the faculty to involve in various community activities like conscientization programs, taking up election duty, census duty etc.



6.4.11. Does the institution have any mechanism to reward and motivate staff members? If yes, give details.

- Special meetings are conducted to congratulate the staff when they acquire Ph.D. or any additional degree, acquire higher positions in academic bodies and in other professional organizations.
- Management encourages the staff for obtaining Ph.D. and higher qualifications under FEP for the teaching staff.
- Financial needs in case of emergency is advanced by the management of the institution.
- The management always encourage merit by felicitating achievement of the staff.

6.5 FINANCIAL MANAGEMENT AND RESOURCE MOBILIZATION

6.5.1. Does the institution get financial support from the government? If yes, mention the grants received in the last three years under different heads. If no, give details of the source of revenue and income generated.

The institution receives financial support from the government. The details of the financial support from the government for the last three years are as given below:-

Table 6.5.1 Plan fund for last three years

No.	Head	2010 - 2011	2011 - 2012	2012 - 2013
1.	Construction	12,50,000/-	20,00,000/-	-
2.	FIP Substitute	-	-	-
3.	FIP Contingency	15000/-	88,488/-	-
4.	PG Assistance	-	-	-
5.	Career Guidance	-	-	-
6.	Major/ Minor Project	-	2,28,688/-	-
7.	Additional Grant	-	18,77,445/-	-
8.	P.D.Account (Spl. Fee)	72360/-	66600/-	1,06,000/-
9.	SC/ ST/ OBC	6,29,194/-	5,64,872/-	3,99,790/-
10.	Remedial Coaching	-	-	-
11.	Seminar / Conference	-	2,71,125/-	92,000/-
12.	College Development	-	-	-
13.	Salary- Teaching &			
	Non-teaching Staff	87,23,444/-	1,29,48,071/-	1,89,23,825/-



6.5.2. What is the quantum of resources mobilized through donations? Give information for the last three years.

The college is financially assisted by the PTA. The amount of PTA fund raised during the previous years are as follows-

2010 – 2011	-	Rs. 389000/-
2011 – 2012	-	Rs. 357500/-
2012 – 2013	-	Rs. 398000/-

This amount was spent for paying electricity, water charge, stationary, telephone and maintenance of college campus.

6.5.3. Is the operational budget of the institution adequate to cover the day-to-day expenses? If no, how is the deficit met?

Our institution has a planning board which monitors all financial transactions. The excess expenditure is met by the management and no planned activity is withheld or dropped due to lack of funds.

6.5.4. 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).

Our budgetary resources to fulfill the missions through quality programs are from the university, UGC grant, management resources and PTA. The income and expenditure statement for the last 5 years is as given below.



Table 6.5.2 Budget allocation for three years

2009-2010

Item	Opening balance	Receipts	Total	Expenditure item	Amount
Salary (Teaching staff)		Rs.55,66,544	Rs.55,66,544	Salary	Rs.55,66,544
Salary(non-teaching staff)		Rs. 21,05,218	Rs.21,05,218	Salary	Rs.21,05,218
Tuition fee		Rs.2,76,000	Rs.2,76,000		Rs.2,76,000
Educational scholarship		Rs.10,20,815	Rs.10,20,815		Rs.10,20,815
UGC grant		Rs.20,00,724	Rs.20,00,724	building	Rs.20,00,724
Maintenance grant		Rs. 24,563	Rs. 24,563		Rs. 24,563
Contingency grant		Rs. 42,527	Rs. 42,527		Rs. 42,527
M Ed. Salary		Rs. 1,80,000	Rs. 1,80,000	Honorarium	Rs. 1,80,000
Substitute salary		-	-	-	-
Special fee		Rs. 95,880	Rs. 95,880		Rs. 95,880
Examination fee		Rs. 94,880	Rs. 94,880		Rs. 94,880



2010-2011

Item	Opening balance	Receipts	Total	Expenditure item	Amount
Salary (Teaching staff)		Rs.63,71,486	Rs.63,71,486	Salary	Rs.63,71,486
Salary(non-teaching staff)		Rs.22,69,458	Rs.22,69,458	Salary	Rs.22,69,458
Tuition fee		Rs.3,17,500	Rs.3,17,500		Rs.3,17,500
Educational scholarship		Rs.7,79,464	Rs.7,79,464		Rs.7,79,464
UGC grant		Rs.23,89,017	Rs.23,89,017	Building, equipments	Rs.23,89,017
Maintenance grant		Rs. 25,144	Rs. 25,144		Rs. 25,144
Contingency grant		Rs. 39,029	Rs. 39,029		Rs. 39,029
M Ed. Salary		Rs. 2,94,000	Rs. 2,94,000	Honorarium	Rs. 2,94,000
Substitute salary		-	-	-	-
Special fee		Rs. 90,475	Rs. 90,475		Rs. 90,475
Examination fee		Rs.1,42,610	Rs.1,42,610		Rs.1,42,610



2011-2012

<i>Item</i>	<i>Opening balance</i>	<i>Receipts</i>	<i>Total</i>	<i>Expenditure item</i>	<i>Amount</i>
<i>Salary (Teaching staff)</i>		Rs.99,97,083	Rs.99,97,083	Salary	Rs.99,97,083
<i>Salary(non-teaching staff)</i>		Rs.29,38,082	Rs.29,38,082	Salary	Rs.29,38,082
<i>Tuition fee</i>		Rs.2,92,000	Rs.2,92,000		Rs.2,92,000
<i>Educational scholarship</i>		Rs.7,44,972	Rs.7,44,972		Rs.7,44,972
<i>UGC grant</i>		Rs.14,22,721	Rs.14,22,721		Rs.14,22,721
<i>Maintenance grant</i>		Rs.35,010	Rs.35,010		Rs.35,010
<i>Contingency grant</i>		Rs.24,311	Rs.24,311		Rs.24,311
<i>M Ed. Salary</i>		Rs.2,82,500	Rs.2,82,500	Honorarium	Rs.2,82,500
<i>Substitute salary</i>		-	-		-
<i>Special fee</i>		Rs. 88,065	Rs. 88,065		Rs. 88,065
<i>Examination fee</i>		Rs.1,55,940	Rs.1,55,940		Rs.1,55,940



2012-2013

Item	Opening balance	Receipts	Total	Expenditure item	Amount
Salary (Teaching staff)		Rs.1,41,88,228	Rs.1,41,88,228	Salary	Rs.1,41,88,228
Salary(non-teaching staff)		Rs.34,18,184	Rs.34,18,184	Salary	Rs.34,18,184
Tuition fee		Rs.1,49,500	Rs.1,49,500		Rs.1,49,500
Educational scholarship		Rs.4,72,690	Rs.4,72,690		Rs.4,72,690
UGC grant		Rs28,000	Rs28,000	Seminar	Rs28,000
Maintenance grant		Rs.22,831	Rs.22,831		Rs.22,831
Contingency grant		Rs.44,340	Rs.44,340		Rs.44,340
M Ed. Salary		Rs.3,29,000	Rs.3,29,000	Honorarium	Rs.3,29,000
Substitute salary		Rs.9,98,943	Rs.9,98,943	Salary	Rs.9,98,943
Special fee		Rs.1,33,145	Rs.1,33,145		Rs.1,33,145
Examination fee		Rs.1,46,700	Rs.1,46,700		Rs.1,46,700



2013-2014

Item	Opening balance	Receipts	Total	Expenditure item	Amount
Salary (Teaching staff)		Rs.1,39,24,724	Rs.1,39,24,724	Salary	Rs.1,39,24,724
Salary(non-teaching staff)		Rs.31,76,491	Rs.31,76,491	Salary	Rs.31,76,491
Tuition fee		Rs.6,35,500	Rs.6,35,500		Rs.6,35,500
Educational scholarship		Rs.7,54,258	Rs.7,54,258		Rs.7,54,258
UGC grant		-			
Maintenance grant		Rs.25,595	Rs.25,595		Rs.25,595
Contingency grant		Rs.57,872	Rs.57,872		Rs.57,872
Substitute salary		-			
Special fee		Rs.1,31,521	Rs.1,31,521		Rs.1,31,521
Examination fee		Rs.1,35,270	Rs.1,35,270		Rs.1,35,270



6.5.5. Are the accounts audited regularly? If yes, give the details of internal and external audit procedures and information on the outcome of last two audits. (Major pending audit paras, objections raised and dropped).

The audit of the accounts of the college is done by Collegiate Education Department, Accountant General of Kerala and University of Kerala. The audit of accounts of the seminars/workshops, etc. organized by the college is done by the chartered accountants. Such reports were sent to the funding agency such as UGC.

Last audit was done in May 2010. No major irregularities and objections were raised. Some objections regarding exceeded expenditure than collections from PD accounts were raised. This actually happened due to overlap of the academic years in between financial years. Reply to all such objections was clearly given and the objections were dropped.

6.5.6. Has the institution computerized its finance management systems? If yes, give details.

- The institution has a computerized salary and scholarship disbursement system.
- Staff members are enrolled in the government website 'Spark' which prepares the salary bills and is a repository of all the details of the staff.
- Scholarships and grants of the students are processed through e-grantz of the Kerala government.

6. 6 BEST PRACTICES IN GOVERNANCE AND LEADERSHIP

6.6.1.What are the significant best practices in Governance and Leadership carried out by the institution?

- The management adopts quality management strategies in all academic and administrative activities.
- The institution encourages professional development of the faculty by giving ample freedom to participate in various career advancement programmes.
- Faculty members involve in B Ed. and M Ed. curriculum revision as core committee and subject committee members.
- Faculty act as resource persons in curriculum orientations.
- Conducts gender sensitization programs under the auspicious of women cell of our college.
- Oratory Training Programme (OTP).
- Encourage faculty to actively involved in various professional and community engagement programs.
- Democratic and decentralized system of governance.



6.7 Additional information to be provided by institutions opting for reaccreditation/ re-assessment

6.7.1.What were the evaluative observations made under governance and leadership in the previous assessment report and how have they been acted upon?

The NAAC peer team during their previous visit recommended the appointment of additional regular teaching staff to match the large number of students get admitted.

This evaluative report has been seriously considered and the college has appointed 8 regular teaching staff to match the teacher pupil ratio.

6.7.2.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 quality enhancement and sustenance measures undertaken by the institution since the previous assessment and accreditation with regard to governance and leadership are as follows:-

- The institution continues to strive for excellence in all its endeavors with de-centralization and participatory approach.
- Increased the number of regular staff according to the need of different subject specializations.
- Existing staff were encouraged to attend training program in e-governance.
- Use of computers and internet has extended to the administrative and instructional activities.
- Increased the use of appropriate audio-video technology both in the pre-practice teaching phase as well as during classroom teaching.
- Efforts are taken to enhance physical resources.

Criterion VII

INNOVATIVE PRACTICES



**INTERNAL QUALITY
ASSURANCE SYSTEM**

INCLUSIVE PRACTICES

**STAKEHOLDER
RELATIONSHIPS
LEADERSHIP**



CRITERION VII: INNOVATIONS AND BEST PRACTICES

7.1 INTERNAL QUALITY ASSURANCE SYSTEM

7.1.1 Has the institution established Internal Quality Assurance Cell (IQAC)? If yes, give its year of establishment, composition and major activities undertaken.

The institution established Internal Quality Assurance Cell in 2005 after the first accreditation. It is formed to plan, implement and monitor the internal quality of the institution which may reflect in its processes and outcomes.

The IQAC structure has framed with the principal as the chairman and due representation to all its stakeholders.

Table 7.1.1 Composition of the IQAC

Category	Status
Principal	Chairman
Senior Faculty	Coordinator
Manager	Member
Faculty-NAAC College convener	Member
Faculty (3)	Members
Office Superintendent	Member
Librarian	Member
PTA President	Member
Alumni Secretary	Member
Heads of Sister Institutions	Member
Student' Union	Member

The current status of IQAC is as follows

Table 7.1.2 IQAC- current status

Name	Designation	Status
Dr. Sunny Skariah	Principal	Chairman
Dr.Tharamma George T	Associate professor	Coordinator
Very Rev C. O. Joseph Remban	Manager	Member
Dr. George Varghese	NAAC convener	Member
Shri. Jacob George	Associate professor	Member
Dr. Sam V Daniel	Associate professor	Member
Dr. Rosamma Philip	Associate professor	Member
Fr. Roy Abraham	Librarian	Member
Shri N. V Mathai	Office Superintendent	Member



Shri. Shaji Luke	Alumni Secretary	Member
Shri Eappachen	H.M. St.Stephens School	Member
Shri Danielkutty	H.M.Mount Tabor H.S	Member
	College union chairman	Member

Major Activities of IQAC

The general activities of IQAC are aimed at the quality enhancement in the following areas:

- Teaching-learning Process
- Infrastructure facilities
- Governance
- Faculty development
- Student supports
- Stakeholder welfare
- Community development

During the commencement of the academic year a need assessment is done and programmes are planned to satisfy the needs of the faculty, students and other stakeholders. So the nature of the activities varies in every year. Major activities undertaken in the last years are as follows.

Table 7.1.3 Activities undertaken by IQAC

Teaching-learning Process	Infrastructure facilities	Governance	Faculty development	Student supports	Stakeholder welfare	Community development
Academic course line preparation	Library modification	Office automation	Seminars	Orientation programmes	Alumni meetings	Social survey
Year Plan preparation	Lab updating	Student data base	Workshops	Tutorials	Visits to alumni's institutions	Social service
Student centred teaching strategies	Rest room facility	online Exam registration	Research promotion through research committee	Cultural programmes	PTA meetings	Financial aid to organisations
Environmental and value based teaching	Classroom facility improvements	online university linkages	Consultancy	Magazines	Financial aid	Community awareness programmes
Semester system Continuous and comprehensive evaluation	ICT equipped rooms	Computerised billing	University level linkages	Home visits and supports	Parental awareness programmes	Interactions with community leaders
Techno pedagogical approaches	Seminar hall		Grievance redressal	Counselling	Need assessment	Participation local
	Quality public address system			Holistic development programmes	Mutual utilisation of	
	Campus beautification					



Remedial teaching	Seating arrangements in Hall		Promotions	Study tours	resources and expertise	festivals/celebrations
Examination preparatory classes			Felicitations	Community living		
			Guidance and mentoring	Individualised attention		Sharing of resources for community

7.1.2 Mechanism used by the institution to evaluate the achievement of goals and objectives

The institution plans various activities to achieve its goals and objectives. The programmes are implemented with the support of the management and stakeholders. The monitoring and evaluation is regulated by the IQAC. The reputation of the institution and the eagerness of students in getting admission to the college clearly reveal that the institution has successful remarks in achieving its goals.

The various mechanisms for evaluation are as follows.

➤ Evaluation of goals related to Academic aspects of learners

- Student performances in University examinations
- Student enrolments for higher studies(M.Ed,M.Phil, Ph.D etc.)
- Placement in services
- Students' innovative contributions

The data available for the above aspects indicate that the institution strives for excellence in academic aspects of learners.

➤ Evaluation of goals related to non academic aspects of learners

- Students' participation in community development activities
- Students interest in sports
- Involvement in social service activities
- Leadership positions
- Cultural contributions
- Physical health status
- Spiritual and moral conscience

The data related to above are collected through observation, interactions and from the feedback. The major events of contributions are available through various media and this show that many of our students occupy prestigious positions in various posts.

The job satisfaction of the staff of the institution shows that they are satisfied with the performance of the institution. The various feedbacks we receive are the evidences of fruitfulness of institutional goals.



7.1.3. How does the institution ensure the quality of its academic programmes?

The quality of the academic programmes is ensured through the joint effort of the management faculty and community.

Table 7.1. 4 Involvement of management, faculty, community and students in academic programme

Management	Faculty	community	students
Appointing meritorious teachers	Applying modern instructional strategies	Felicitation meetings for the winners	Maximum attendance in classes
Sanctioning fund for academic programmes	Continuous and comprehensive evaluation	Rendering community resources for learning	Active learning initiation
Promoting academic infrastructure facilities	Transacting updated content	Interactions with the students	Note preparations using library and internet
Permitting staff to attend in-service courses	Rectifications and modifications through reflective practice	Contribute for the infrastructure expansions	ICT linked learning
Awards for top scholars	University/interuniversity collaborations	Support services like computer centres for academic purposes	Peer tutoring
Financial aids for economically backward students	Skill oriented teaching	Financial aid for the needy	Group learning
	Promoting the library utilisation among students	Safety services on strikes/harthal etc.	Seeking helps from staff
			Punctual submission of works

7.1.4 How does the institution ensure the quality of its administration and financial management processes?

The administrative staff has strong determination and sincerity in supporting the governance of the institution. The financial management process is transparent that all files are regularised. The

➤ Strategies ensuring quality of administration process

- Appointment of qualified staff as per government norms
- Decentralization and delegation of power and responsibility



- Transparent recording and file keeping system
- Attending short term courses related to service
- Time and resource management matching rules of the college
- Admission process as per the University norms

➤ **Strategies ensuring quality of financial management process**

- Collective responsibility in financial management
- Effective utilisation of funds for the allotted purposes
- Systematised accounting procedure
- Salary transactions through Service and Payroll Administrative Repository (SPARK) and linked with Banks.
- Accounts are subjected to periodical internal and external audits

The management and principal monitor the administrative and financial process. Regular feedback on administration is received and improvements are made based on the suggestions.

7.1.5 How does the institution identify and share good practices with various constituents of the institution?

The institution promotes good practices in all aspects of its functioning and shows willingness to share the fruits of those practices.

The good practices are always identified through the results it makes.

Certain good practices identified are

- Distribution of tasks among members
- Preparation of records of activities
- Timely completion of assigned jobs
- Flexibility in doing works
- Academic freedom
- Collaboration with community
- Innovations in tasks
- Transparency in financial management
- Punctuality in duty

These practices are identified by the members of the institution through observation, interaction with stakeholders, feedbacks and by experiencing the outcome of the practices.

The good practices are shared by the management, teaching staff, administrative staff, students and other well wishers of the institution through the following modes.

- Media reporting of good practice that prevail in the institution
- Communicating through oral/written modes
- Discussing in staff council meetings
- Presenting in annual reports of the college
- Initiated by IQAC
- Felicitation by the management for good practices



7.2 INCLUSIVE PRACTICES

7.2.1 How does the institution sensitize teachers to issues of inclusion and the focus given to these in the national policies and the school curriculum?

The institution promotes inclusive education and demonstrates its interest for inclusion through various programmes of the college.

➤ Activities for sensitising teachers on inclusive education

- Practising inclusion in admission process
- Orienting teachers for teaching students with special needs
- Promoting the preparation of teaching materials for practising inclusion
- Equipping teachers to face the challenges of inclusive classrooms
- Encouraging the participation of teachers in Seminars of inclusive education
- Promoting researches related to inclusive education
- Inviting special education experts for interactions
- Visits to homes of children's rehabilitation centres
- Equipping the library with reading materials of inclusive education

7.2.2 What is the provision in the academic plan for students to learn about inclusion and exceptionalities as well as gender differences and their impact on learning?

The academic planning is made with certain provisions to impart the significance of inclusion and gender equity.

Some of the provisions in the academic plan are:

- Teaching periods for transacting curricular areas of inclusion and gender equity
- Practicums to conduct problem based studies on inclusion and gender differences
- Field visits to places that has link with inclusion
- Film shows on themes of inclusion and gender equity
- Discussions and Debates on equity
- Role play on gender sensitisation
- Magazines and publications of students
- Teaching practice to get direct experiences of inclusion
- Reflective journals to express views on classroom experiences on exceptionalities
- Seminars and workshops on women capacity building

7.2.3 Detail on the various activities envisioned in the curriculum to create learning environments that foster positive social interaction, active engagement in learning and self motivation.

The curriculum of the course designed by the University has numerous provisions for the personal and social development of the learner. The institution adds need based activities to supplement the holistic development of the learners.



Table 7.2.1 Activities in the curriculum for positive social interaction, active engagement in learning and self motivation

Social interaction	Active learning	Self motivation
Cooperative/collaborative learning strategies	Participatory learning strategies	Reflective practice
Field study	Learner centred pedagogy	Artistic performances
Social survey	Techno pedagogy	Innovative works
Course content on social skills and values	Problem based practicums	Blogging and online interactions
Community living	Continuous comprehensive evaluation	Feedbacks from school mentors and students and peers
Shared teaching practice	Teaching practice of 40 individual lessons	Internal assessment
Club activities	Preparation and practice of own lessons and supporting aids	Motivational talks counselling

7.2.4 How does the institution ensure that student teachers develop proficiency for working with children from diverse backgrounds and exceptionalities?

The institution aims at the development of professional competencies of student teachers to equip them to engage as efficient teachers in future. So the activities of the college are planned for promoting the teaching competencies and class management skills of student teachers. Strategies that the college adopt for developing proficiency for working with children are given below.

- Theoretical inputs on individual differences, exceptional children, growth and development guidance and counselling and class management skills.
- Microteaching practice to acquire skills of teaching
- Observation of real and video demonstration classes to see the ways of dealing students
- Criticism classes to interact with school students and identify own strengths and weakness in handling them
- School induction programme to identify the nature of the school and classrooms and its diversity
- Observation of classes of school mentors to comprehend the ways of addressing student exceptionalities
- Preparation of reflective journals to monitor own progress in working with children
- Reflection in college to share the difficulties in working with school students
- Guidance from the teacher educator solve specific classroom related problems
- Consultation with the school heads and teachers to strengthen the class management process



7.2.5 How does the institution address to the special needs of physically challenged and differently abled students enrolled in the institution?

The institution always expresses willingness to admit students with special needs. Their special needs are identified through personal interactions with them and their parents and required facilities are arranged for supporting their needs.

Table 7.2.2. Provisions for special needs and supports

Provisions	Support
Infrastructure	Convenient seating arrangement in class Special computer facility in library
Course content	Oral/visual transactions
Submission of works	Extended time
conveyance	Helps from staff and students
finance	Concessions
Teaching practice	Convenient school allotment
Examination	Extended time
Sports meet	Encouragement /exemption as needed
Stage performance	Encouragement and prizes
Medical care	Referral service

7.2.6 How does the institution handle and respond to gender sensitive issues (activities of women cell and other similar bodies dealing with gender sensitive issues)?

The institution makes provisions for handling and responding to the gender sensitive issues in the following ways:-

- As per the central allotment process of admission majority of the applicants are women students and the college is allotted proportionately. No discrimination is given to male or female students in admission and other activities in the college.
- Female students have hostel run by the institution and men students have safe accommodation facility arranged nearer to the college.
- Both male and female students are free to express their creative talents and optimum encouragement is provided by the college
- Women cell in the institution organises debates, discussions, seminars, self awareness programmes and premarital counselling.



7.3 STAKEHOLDER RELATIONS

7.3.1. How does the institution ensure the access to the information on organizational performance (Academic and Administrative) to the stakeholders?

The institution ensures access to the performance of the college through various modes to promote its reputation and acceptance among the public.

- The college has a website www.mounttabborcollege.edu.in to publish the information regarding the institution. The website is updated with relevant communications.
- Major events of the college are circulated among the stakeholders with notices, invitation cards and brochures
- Important programmes are reported in media; news papers and local T. V channels.
- The Alumni meetings and PTA meetings are held periodically for collecting evidences and supporting the organisational performances.
- The college magazines and newsletters report the important activities to the stakeholders.
- The Alumni and present students have groups of the college social networking media and the members communicate events and photos by posting it.

7.3.2. How does the institution share and use the information/data on success and failures of various processes, satisfaction and dissatisfaction of students and stakeholders for bringing qualitative improvement?

The institution continuously interacts with its stake holders and the feedback are effectively utilised for its improvement.

Table 7.3.1 Utilising satisfaction/dissatisfaction for quality improvement

Successes/satisfaction and quality improvement	Failures/dissatisfaction and quality improvement
Academic achievements are felicitated and motivation is provided for the students for higher achievements	Academic failures are analysed and remedial coaching are provided
Winners of competitions are awarded with prizes and more opportunities are given	Unsatisfactory performances in competitions are rectified through training and practice
Efforts for successful practice teaching are acknowledged and intensive training is added	Teaching practice errors are supervised for corrections and improvement
Job satisfaction of the staff is strengthened through timely promotions	Job related issues are addresses with positive strategies
Stakeholders support are received for enhancing the facilities	Grievances of students are handled by the Grievance redressal forum
	Stakeholders comments are given due considerations and need based activities are implemented.



7.3.3. What are the feedback mechanisms in vogue to collect, collate and data from students, professional community, Alumni and other stakeholder's on program quality? How does the institution use the information for quality improvement?

The institution has various feedback mechanisms to evaluate its functioning. They are as follows:

- The website of the college helps to interact virtually with college authorities and faculty members in communicating their grievances and suggestions
- Every month students are given an opportunity to voice their needs and concerns
- A grievance box is kept by the college to collect grievances of the students and bring it to the notice of students
- Semester end feedbacks from students is collected by the faculty regarding the course
- Periodic meetings of the PTA, Alumni Association (TOSA), college union, are also utilized for the purpose
- Feedback from the professional community is obtained from the practical examination board, after their visit to conduct the practical examination in the institution
 - A random sample of students is selected at the end of the course for an exit interview to gain truthful insights into the satisfaction of students and success of various programmes

All the feedbacks are analysed by the faculty, staff council and IQAC to plan strategies to overcome the deficiencies and to enhance quality.

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

1. How is the core values of NAAC reflected in the various functions of the institution?

The activities of the institution are in tune with the core values of NAAC. The college aims at holistic development of the individual through social skill development and value oriented education. It ensures the acquisition of global competencies and strives for excellence in the field of education.

➤ **Activities contributing to national development**

- Establishing equity in the academic process
- Assimilating the theoretical inputs of national development
- Deliberations on national issues
- Social service activities
- Community related activities
- Celebrations/observations on days of national importance
- Using the adult franchise meaningfully in elections
- Interactions with leaders

➤ **Activities fostering global competencies**

- Communication skill development programmes
- Life skill enhancement activities
- Teaching competency training
- Competitive test preparation training
- Productive and creative exhibits preparations
- Group discussion skill training



- Techno-pedagogy

➤ **Activities for inculcating value system**

- Theoretical input for Value education
- Role play, discussions and debates on value conflicts
- Value education classes in schools
- Media based value lessons
- Value integrated lesson transaction
- Social service activities for social values
- Environmental programmes for ecological values
- Prayer services for spiritual values
- Exchanging gifts and resources for brotherhood
- Interreligious cooperation for secular values
- Artistic performances for cultural values.

➤ **Activities promoting use of technology**

- Computer training
- Language lab
- Modernised labs
- Interactive white board
- CD projectors and computers in classrooms
- Computerised administrative office
- Internet accessed Library
- Techno pedagogy
- Modernised seminar Hall

➤ **Quest for excellence**

The institution aims to become a centre of excellence in the field of teacher education. Besides the various activities mentioned above, the college is actively engaged in numerous innovations to contribute to the knowledge society.

- Participation in Faculty development programmes
- Conducting/ attending National/state level seminars and workshops
- Pursuing research
- Rendering research consultancy
- Utilising the expertise of the faculty and students for the State/ University/community
- Undertaking projects
- Collaborating with other agencies
- Environmental awareness/Rural development programmes
- Personality development programmes

Thus the institution reflects the core values of NAAC through its vision, mission and services. The college presents a platform for student teachers and other stakeholders to become resourceful in their life with personal and professional competencies.