Part A	
Data of the Institution	
1. Name of the Institution	**GOVERNMENT COLLEGE OF TEACHER EDUCATION, THIRUVANANTHAPURAM**
Name of the head of the Institution	**Dr. JAYASREE T.K**
Designation	**Principal**
Does the Institution function from own campus	**Yes**
Phone no/Alternate Phone no.	**04712323964**
Mobile no.	**9074150710**
Registered Email	**gctetvm@gmail.com**
Alternate Email	**tkjayasree@yahoo.in**
Address	**Principal, Government College of Teacher Education, Thycaud, Thiruvananthapuram, Kerala, India**
City/Town	**Thiruvananthapuram**
State/UT	**Kerala**

Pincode	**695014**

2. Institutional Status

Affiliated / Constituent	**Affiliated**
Type of Institution	**Co-education**
Location	**Urban**
Financial Status	**state**
Name of the IQAC co-ordinator/Director	**Dr. Issac Paul**
Phone no/Alternate Phone no.	**04712323964**
Mobile no.	**9447588913**
Registered Email	**chenal4u@gmail.com**
Alternate Email	**issacpaulchenal@rediffmail.com**

3. Website Address

Web-link of the AQAR: (Previous Academic Year)	http://gctetvpm.ac.in/wp-content/uploads/sites/56/2021/08/Sl.-No-3-AQAR-2015-2016.pdf

4. Whether Academic Calendar prepared during the year	**Yes**
if yes,whether it is uploaded in the institutional website: Weblink :	http://gctetvpm.ac.in/wp-content/uploads/sites/56/2021/08/Academic-Calender-2016-2017.pdf

5. Accrediation Details

Cycle	Grade	CGPA	Year of Accrediation	Validity	
				Period From	Period To
1	**B**	**2.29**	**2008**	**16-Sep-2008**	**15-Sep-2013**
2	**A**	**3.14**	**2016**	**19-Feb-2016**	**18-Feb-2021**

6. Date of Establishment of IQAC	**17-Sep-2008**

7. Internal Quality Assurance System

Quality initiatives by IQAC during the year for promoting quality culture		
Item /Title of the quality initiative by IQAC	Date & Duration	Number of participants/ beneficiaries
Life Skill Training	10-Jun-2016 3	35
Physical fitness practices	04-Aug-2016 3	50
View File		

8. Provide the list of funds by Central/ State Government- UGC/CSIR/DST/DBT/ICMR/TEQIP/World Bank/CPE of UGC etc.

Institution/Department/Faculty	Scheme	Funding Agency	Year of award with duration	Amount
Institution	Plan Fund	State Government	2016 365	2205000
Research Scholars	Ph.D	UGC - Research Scholars	2016 365	2343333
View File				

9. Whether composition of IQAC as per latest NAAC guidelines:	**Yes**
Upload latest notification of formation of IQAC	View File
10. Number of IQAC meetings held during the year :	**10**
The minutes of IQAC meeting and compliances to the decisions have been uploaded on the institutional website	**Yes**
Upload the minutes of meeting and action taken report	View File
11. Whether IQAC received funding from any of the funding agency to support its activities during the year?	**No**

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

• **Value clarification exercises** • **Women empowerment programmes** • **Addressing cyber crimes, sex related issues and women harassment NANMA' Project Community Living Camp**

View File

13. Plan of action chalked out by the IQAC in the beginning of the academic year towards Quality Enhancement and outcome achieved by the end of the academic year

Plan of Action	Achivements/Outcomes
• Course briefing • Ice breaking Sessions • conduct of Pre test to study the Entry behaviour • Orientation of course • Schools Induction Programme • Introductory sessions on Models of Teaching • Briefing on Practicum • Preparation of Diagnostic Test • Guest Talk • Field Trips (Optional wise) • Workshop on preparation of Teaching Learning Materials • MidSemester Examination • Discussion of question papers in previous years • Submission of Practicums • Sharing of experiences and Reflections of Practice Teaching • Feed back and Evaluation • Visit to Social Institutions • Publication of Internal Assessment • Conduct of Post test to study the exit Behaviour • Model Practical Examination	• Meeting the challenges of education in a knowledge society • Development of Teacher Competencies among studentteachers • Development of Professionalism among prospective teachers • Capacity building of prospective teachers • Moulding technopedagogically competent teachers • Entrepreneurship in education • Teacher as a Relationship Manager • Evidencebased performance assessment in education. • Development of Aesthetic qualities among the prospective teachers • Health and fitness for future of the younger generation
[View File](#)	

14. Whether AQAR was placed before statutory body ?	**Yes**

Name of Statutory Body	Meeting Date
Staff Council	**16-Sep-2016**

15. Whether NAAC/or any other accredited body(s) visited IQAC or interacted with it to assess the functioning ?	**Yes**
Date of Visit	**11-Jan-2016**
16. Whether institutional data submitted to AISHE:	**Yes**
Year of Submission	**2017**
Date of Submission	**21-Jul-2017**
17. Does the Institution have Management Information System ?	**No**

Part B

CRITERION I – CURRICULAR ASPECTS

1.1 – Curriculum Planning and Implementation

1.1.1 – Institution has the mechanism for well planned curriculum delivery and documentation. Explain in 500 words

In Government College of Teacher education follows the curriculum formulated by University of Kerala as per the guidelines of National Council for Teacher Education. The process of curriculum design by the Boards of Studies is through the participation of Member Colleges and professional bodies. Several faculty members have been on the Boards of studies and the curriculum committee. The institution has undertaken various programmes for curriculum development and implementation. There has been active involvement of the faculty in various seminars, workshops and discussions for curriculum development and implementation organized by professional bodies and Board of Studies of different disciplines. Departmental meetings are convened to develop curriculum implementation strategies. Based on these aspects the college prepared an academic calendar which comprised of all curricular and co curricular activities carried out in an academic year for both B.Ed and M.Ed students and it was approved by the staff council with their suggestions, recommendations and modifications. An academic coordinator was entrusted to design strategies for the successful implementation of all the curricular components. The curriculum transaction modalities starts with an entry test, one week orientation, periodical reviews, varied club and association activities etc. In addition to this industrial visits provide a practical edge to classroom teaching. In remedial and bridge classes, the gaps between the entry behavior and expected learning outcomes of students are remedied. Community living camps, eco friendly practices, drug addiction awareness campaign, life skill and communication skill training etc are the other highlights of our college. Our college has a well equipped computer lab, conducted a series of workshop for students with respect to e content development, blog creation, website surfing practices, e portfolio preparation, SPSS training etc. our psychology lab provided opportunity for practicing paper pencil tests training to M.Ed students. Our college conducted one week school induction programme for familiarizing the school environment, extensive internship for B.Ed and M.Ed students, higher institution visits for M.Ed students for fulfilling the practical requirements of the curriculum. Our college carried out an elaborative way to practice different types of lesson plans, micro teaching sessions for skill development, model of teaching practices, ICT based class experiences, innovative lesson template development etc. Also arranged training for work experiences, art and aesthetic education workshops, aerobic sessions, Yoga, arts and sports activities for meeting the demands of the curriculum. For slow learners and students from different streams remedial classes, coaching and tutorials are conducted free of cost. Experts on various subjects are invited; and research bodies in this regard for regular updating and knowledge dissemination. Question papers and reference books are available in the college library. Our college as research centre in education for University of Kerala, as many teachers are research guide in education. We provide free wifi and separate library and research room for research scholars and research guides for successful completion and dissemination of quality research output. The college conducted orientation for course work examination preparation, workshop for course work syllabus preparation, Mock presentation for Ph.D pre submission seminars and Viva voce.

1.1.2 – Certificate/ Diploma Courses introduced during the academic year

Certificate	Diploma Courses	Dates of Introduction	Duration	Focus on employ ability/entrepreneurship	Skill Development
0	0	Nil	0	0	0

1.2 – Academic Flexibility

1.2.1 – New programmes/courses introduced during the academic year

Programme/Course	Programme Specialization	Dates of Introduction
BEd	B.Ed	01/06/2016
View File		

1.2.2 – Programmes in which Choice Based Credit System (CBCS)/Elective course system implemented at the affiliated Colleges (if applicable) during the academic year.

Name of programmes adopting CBCS	Programme Specialization	Date of implementation of CBCS/Elective Course System
MEd	Inclusive Education	01/06/2016
MEd	Guidance and Counselling	01/06/2016
MEd	ICT and Web Technology	01/06/2016

1.2.3 – Students enrolled in Certificate/ Diploma Courses introduced during the year

	Certificate	Diploma Course
Number of Students	Nil	Nil

1.3 – Curriculum Enrichment

1.3.1 – Value-added courses imparting transferable and life skills offered during the year

Value Added Courses	Date of Introduction	Number of Students Enrolled
Life Skill Orientation	01/10/2016	48
View File		

1.3.2 – Field Projects / Internships under taken during the year

Project/Programme Title	Programme Specialization	No. of students enrolled for Field Projects / Internships
BEd	Internship	48
MEd	Field Project	27
View File		

1.4 – Feedback System

1.4.1 – Whether structured feedback received from all the stakeholders.

Students	Yes
Teachers	Yes
Employers	Yes
Alumni	Yes
Parents	Yes

1.4.2 – How the feedback obtained is being analyzed and utilized for overall development of the institution? (maximum 500 words)

Feedback Obtained
Feedback refers to the expressed opinions of students about the service they receive as students. Students in our institution are given questionnaires covering infrastructure, library facilities, faculty support and cooperation from supporting staff etc with multiple options ranging from poor to excellent.

Students put tick marks at their own choice without revealing their identity. These questionnaires are collected from different departments and analysed for opinion of the students which help in improving the overall condition of the institution as per the specified Government norms. Our learning from student feedback is directed at providing: (a) a safe, professional and friendly learning environment (b) high quality teaching, assessment and management of learning (c) regular and reliable feedback on student progress and achievements (d) mechanisms for students to pursue grievances and learning related issues as required. Overall, responses from both the quantitative and qualitative data indicated moderate to high levels of satisfaction with the quality of teaching, instruction, learning and student engagement with students being less (but nevertheless still) positive about workloads, assessments, outcomes and available or assigned resources. As a result of student feedback, the College continues to review, develop and implement policies and practices in key areas, such as (a) curriculum governance, supervision and monitoring (b) the creation of an academic culture in which all students and staff are expected to deploy higher-order thinking skills (c) reinforcing clear expectations concerning unit content, assessments and outcomes (d) refining and extending data analysis in order to inform and complement effective and meaningful learning and teaching practices. In addition to this there are mechanisms of students on their own performance through reflective journals (prepared at the time of whole internship periods with a total of 10 weeks with 70 days in the first phase and 70 days in second phase), reflective sessions carried out by the college after completion of their internship where students present their experiences and gave suggestions for coming sessions improvement. more than that each students observed peer classes and prepared peer review records as a road map for assessing strength and weakness of each learner with the extensive analysis from concerned teacher. each students prepared separate blogs i which all students show casing their completed curriculum components systematically and it acted as rich evidence and resource for evaluating each students and this as good feedback platform for teachers and parents and institution for categorizing each students judiciously with evidence and possibility for assuring quality assessment. Our college placed a grievance redressal box in the main block of the college where students had the opportunity to put their grievances either academic or general and we had a grievance redressal committee constituted as per the guidelines of UGC verified the grievances forwarded by students and presented the consolidated report, presented before staff council for further necessary action based on its necessity and relevance. Our principal had a mechanism for collecting feedback from teachers, non teaching staff and students through interaction with separate interface meeting and College union and take action too.

CRITERION II – TEACHING- LEARNING AND EVALUATION

2.1 – Student Enrolment and Profile

2.1.1 – Demand Ratio during the year

Name of the Programme	Programme Specialization	Number of seats available	Number of Application received	Students Enrolled
MEd	M.Ed	35	166	35
BEd	Education	50	760	50
[View File]()				

2.2 – Catering to Student Diversity

2.2.1 – Student - Full time teacher ratio (current year data)

Year	Number of students enrolled	Number of students enrolled	Number of fulltime teachers	Number of fulltime teachers	Number of teachers

	in the institution (UG)	in the institution (PG)	available in the institution teaching only UG courses	available in the institution teaching only PG courses	teaching both UG and PG courses
2016	50	35	16	10	16

2.3 – Teaching - Learning Process

2.3.1 – Percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-learning resources etc. (current year data)

Number of Teachers on Roll	Number of teachers using ICT (LMS, e-Resources)	ICT Tools and resources available	Number of ICT enabled Classrooms	Numberof smart classrooms	E-resources and techniques used
16	16	9	13	13	9

View File of ICT Tools and resources

View File of E-resources and techniques used

2.3.2 – Students mentoring system available in the institution? Give details. (maximum 500 words)

Mentoring Practices of the Institution Government College of Teacher Education, Thiruvananthapuram has a mentoring system functioning with key focus objectives viz a. Make each student to assure a strong foundation on Teacher Education Programme b. Bridging the entry level learning gap with new learning experience c. Address the learning difficulties of the learner both scholastic and co scholastic areas d. Uphold the spirit of true professional outlook with due emphasis of teaching skills e. Scaffold each students to come in main stream and urge them to identify their uniqueness The Practices In our college all teachers offered great mentorship to their assigned students who are not proficient their studies. Towards the convenience of students, structured mentoring sessions are taken before or after college hours. For mentoring sessions starts with student orientation/ course debriefing session, bridge practices and indentifying learning difficulties and strength of each one. The teachers cater to their individual needs by getting to understand them, since each student might be having different and completely unique needs. We understand their needs and provide care and support to enhance their mental and academic growth. Students from different parts of our state and beyond attend our classes. Most students can be oblivious to classroom language which might adversely affect their studies. Teachers assign students who are performing well to the students who are in need as peer tutors. Since they are students, they will have a productive rapport which ensures that they learn from each other and perform well. Discussions, criticism lessons, microteaching preparations and other collaborative tasks provide better feedback. Remedial classes are provided to students who need them. The goal of Remedial learning engagement is to identify and target the inadequacies in the students learning and focus on helping them improve. The teachers provide remedial classes according to the students' performance on their respective subjects. Experts are provided to help and guide students who exhibit anxiety, depression, and other personality development disorders. These programs help students to overcome their hurdles. Remedial programmes enable students in need of support in overcoming their issues and help them stand closer to their peers. Remedial classes help slow learners by providing the extra care and attention they require Learning enhancement activities can help improve the students' academic growth. Each student can make use of these activities to help them improve on the subjects and topics that peaks their interests. Group discussions debates and symposiums, brainstorming, and discussions provide learning enhancement. Individual projects were assigned to them for improve their intellectual process. Feedback was provided for each of their activities to ensure growth. The students were encouraged to perform in art and sports of their interests to ensure enrichment. Training and exhibitions were organized for students with an aptitude for acting and other dramatic arts and crafts, classes for yoga and aerobics, training and classes for Poster designing, photography, documentary, short film making, community living camp, field trips, exam orientation, placement, capacity building sessions etc also provided to mould each students become true professionals.

Number of students enrolled in the institution	Number of fulltime teachers	Mentor : Mentee Ratio
85	14	1:6

2.4 – Teacher Profile and Quality

2.4.1 – Number of full time teachers appointed during the year

No. of sanctioned positions	No. of filled positions	Vacant positions	Positions filled during the current year	No. of faculty with Ph.D
18	18	Nill	18	10

2.4.2 – Honours and recognition received by teachers (received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the year)

Year of Award	Name of full time teachers receiving awards from state level, national level, international level	Designation	Name of the award, fellowship, received from Government or recognized bodies
2016	Joly S	Assistant Professor	UGC - Faculty Development Programme for doing Ph.D

View File

2.5 – Evaluation Process and Reforms

2.5.1 – Number of days from the date of semester-end/ year- end examination till the declaration of results during the year

Programme Name	Programme Code	Semester/ year	Last date of the last semester-end/ year-end examination	Date of declaration of results of semester-end/ year- end examination
BEd	EDU	IV	31/03/2017	30/06/2017
MEd	MED	IV	31/03/2017	20/07/2017

View File

2.5.2 – Reforms initiated on Continuous Internal Evaluation(CIE) system at the institutional level (250 words)

2.5.2. Reforms initiated on continuous internal evaluation system at the institutional level. Our college strictly adheres the internal assessment components and criteria specified in the curriculum of both B.Ed and M.Ed programme of University of Kerala. Each semester has specific internal assessment components which could be planned and incorporated in the academic calendar of the year 2016 -17 and the academic co ordinator of the institution monitor the appropriate mechanism to complete the components in time and evaluated objectively based on quality criteria with evidence based approach. The internal assessment score was published and provided freedom to each student to verify their scores and finalized based on the signature of the student, tutors in charge and counter signed by the Principal. In the B.Ed level the continuous internal assessment aspects below: Each semester holds minimum two internal tests, one mid - term test and 1 model exam each. Reading and reflecting on texts, seminars, assignments, practicums, blog updation, MCQ test battery preparation, field trip reports etc are conducted in specific intervals. The practical for considering the internal evaluation based on the preparation of lesson plans of demonstration, discussion, criticism, micro teaching, ICT and internship. Attendance and discipline are also important. School induction program, teaching practice was due weigtage in the programme. In addition to this Reflective journal, peer review records, conscientization program reports, projects, e-content development was assessed. Physical education classes, Yoga, art and craft also come under assessment. Sports day, arts day , cultural day, celebration of days and events, subject association activities, feedback from internship schools, feedback from parents and teachers as good mechanism to analyse each student under the purview of continues assessment for each student and enables him/her to gave appropriate

guidelines and instruction for self development and self assessment. In the semester 3 of the B. Ed course there was conducted a five day community living camp. it was a theme based activity, enabled each student to mould their personality character and the teachers can ample opportunity to evaluate each student appropriately by engaging with different activities, tasks, hands on experience, field visits etc. Each activity was properly evaluated and scores were given. In the M. Ed level continuous evaluation included internal test, assignment, seminars, report of attachment with institution, attendance, internship in teacher education institutions, self development course documents etc was considered. In the internship time each student was assessed by a tutor and a teacher was allotted in the concerned internship institution and he/she was also evaluated. In addition to that each student was attended any two national or state level seminar and prepared its reports too. It was also subject to external evaluation. For enhancing the research culture among students each student prepare and present a synopsis for their thesis as it was their curriculum components. it was also assessment by a group of teachers in the college and gave appropriate modification. In the last semester there was a mock viva voce exam was conducted each activity was verified by Principal also.

2.5.3 – Academic calendar prepared and adhered for conduct of Examination and other related matters (250 words)

The college adheres to academic calendar provided by the University for Conduction of continuous internal evaluation system. The academic calendar includes the dates of commencement, orientation and completion of syllabus – both theory and practical, schedules of internal exams – its implementation, preparation and publication of results etc. It specifies the dates of term end examination. Tentative dates of practical exams and viva-voce and theory examinations are also given in academic calendar. The time tables are prepared and implemented accordingly. The teachers prepare teaching plans according to the academic calendar and guidelines of the University. The schedule of external examination is fixed by the University and the same is displayed on notice board for students. In case of any change in the University schedule, some changes are required to be made in internal evaluation as well. These changes are communicated to the students well in advance. However, all efforts are made by the Institute to adhere to the academic calendar for Continuous assessment. 1. Unit exam was conducted periodically 2. Model Exams are conducted before university exams. 3. Group discussion, brain storming, debates etc was conducted as part of continuous monitoring 4. Experience to computer and technology lab was provided and workshops was arranged periodically especially for e content development, Power point presentation development, digital text book preparation, educational blog development etc. After assessment of written examination answer scripts was distributed among the students. Their doubts was also cleared with advice about writing correct apt answers and provide orientation for examinational preparation too. The regular monitoring is done by the governing Council. The Principal conducts curricular and extracurricular review meetings on regular basis to check the implementation and progress of all the activities in the academic calendar. Based on these review meetings some changes in schedules of activities are made if required. Further, extra lectures and ivited talks by experts was scheduled to enhance their additional skills and knowledge about the curriculum components before university examination . Along with continuous internal evaluation, academic planning contains information regarding the following activities. The academic calendar indicates the annual working period of the teachers which includes working days, teaching days, admission period, examination, and valuation period as per the university and UGC guidelines. Working days are strictly followed as per university guidelines. b) Curricular activities: The academic diary includes the complete teaching learning process. It also contains teaching plan and manuals execution of activities. c) Co-

curriculum activities: The Various tests like unit test, common test, Term test, practical examination, Viva-voce exam, assignment project, seminar, group discussion to be conducted by the teachers, are indicated in the academic calendar as well as it indicates the specific period for study tour/ field trips was arranged in the session. d) Extra-curricular activities: The academic calendar gives period to conduct extra curricular and social activity such as Celebration of various national and international days, discussion with social issues, thought for the day programmes, quiz sessions, news paper field trip and various other social activities was also conducted.

2.6 – Student Performance and Learning Outcomes

2.6.1 – Program outcomes, program specific outcomes and course outcomes for all programs offered by the institution are stated and displayed in website of the institution (to provide the weblink)

http://gctetvpm.ac.in/wp-content/uploads/sites/56/2021/08/2.6.1-Result-16.pdf

2.6.2 – Pass percentage of students

Programme Code	Programme Name	Programme Specialization	Number of students appeared in the final year examination	Number of students passed in final year examination	Pass Percentage
MED	MEd	M.Ed	35	33	94
EDU	BEd	B.Ed	49	49	100
View File					

2.7 – Student Satisfaction Survey

2.7.1 – Student Satisfaction Survey (SSS) on overall institutional performance (Institution may design the questionnaire) (results and details be provided as weblink)

http://gctetvpm.ac.in/wp-content/uploads/sites/56/2021/08/2.7.1-SSS-Report-GCTE-2016-17.pdf

CRITERION III – RESEARCH, INNOVATIONS AND EXTENSION

3.1 – Resource Mobilization for Research

3.1.1 – Research funds sanctioned and received from various agencies, industry and other organisations

Nature of the Project	Duration	Name of the funding agency	Total grant sanctioned	Amount received during the year
Minor Projects	730	UGC	70000	70000
Minor Projects	730	Centre for Disability Studies	190000	190000
View File				

3.2 – Innovation Ecosystem

3.2.1 – Workshops/Seminars Conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices during the year

Title of workshop/seminar	Name of the Dept.	Date
Life skills and Soft skills for the generation next	P.G Department in Education	24/11/2016
Techno pedagogical	UG - B.Ed	07/12/2016

Practices in Teacher Education		
Culture based pedagogy	Both P.G U.G together	07/01/2017
Community Resources e Resources in Teaching and Learning	B.Ed	18/01/2017
Crafting research proposal	P.G Department in Education	18/01/2017

3.2.2 – Awards for Innovation won by Institution/Teachers/Research scholars/Students during the year

Title of the innovation	Name of Awardee	Awarding Agency	Date of award	Category
Diamond Jubilee Writing Award	Anupama	Kerala State Bhasha Institute	22/12/2016	Best Article Writer - III Place
PENVEEDU PURASKARAM	Anupama R	PENVEEDU KOOTTAYMA, KOLLAM	07/11/2016	Best Article Writer - Issues faced by women and its feasible strategies
GATE	Aarathy A.R	MHRD	15/02/2017	Research
First Rank - B.Ed Exam	Aswathy L.S	University of Kerala	31/03/2017	UNIVERSITY TOP GRADE SCORER

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3.2.3 – No. of Incubation centre created, start-ups incubated on campus during the year

Incubation Center	Name	Sponsored By	Name of the Start-up	Nature of Start-up	Date of Commencement
Nil	Nil	Nil	Nil	Nil	01/06/2016

View File

3.3 – Research Publications and Awards

3.3.1 – Incentive to the teachers who receive recognition/awards

State	National	International
1	0	0

3.3.2 – Ph. Ds awarded during the year (applicable for PG College, Research Center)

Name of the Department	Number of PhD's Awarded
Education	3

3.3.3 – Research Publications in the Journals notified on UGC website during the year

Type	Department	Number of Publication	Average Impact Factor (if any)
National	Education	5	0
International	Education	2	0

View File

3.3.4 – Books and Chapters in edited Volumes / Books published, and papers in National/International Conference Proceedings per Teacher during the year

Department	Number of Publication
Education	9
View File	

3.3.5 – Bibliometrics of the publications during the last Academic year based on average citation index in Scopus/ Web of Science or PubMed/ Indian Citation Index

Title of the Paper	Name of Author	Title of journal	Year of publication	Citation Index	Institutional affiliation as mentioned in the publication	Number of citations excluding self citation
"SBT – SBI Merging: A SWOT Analysis".	Dr. Issac Pual	International Research Journal – JYOTIRMAY Research Journal of Education on June – November 2016Vol.3(1)Pp 12-15	2016	1.901	GCTE Thiruvananthapuram	1901
'Identification of factors causing career orientation among higher secondary school students".	Dr. Issac Paul	Titus Tracks by Titus II Teachers College, Tiruvalla on 2016 Vol.6 Pp 11- 15	2016	0	GCTE Thiruvananthapuram	Nill
Effectiveness of Puppetry based instructional workshop for Enhancing language competency among upper primary school students in Telengana State.	Dr. Issac Paul	Edu – Reflections– A Indexed Peer Reviewed Journal of Educational Research and Innovations by DIET, Palakkad on 2016 Vol:4(1)Pp10-15	2016	0	GCTE Thiruvananthapuram	Nill
A Study of Moral Intelligence among	Dr. T.K. Jayasree	GCTE Journal of Research and	2017	0	GCTE Thiruvananthapuram	Nill

Adolescent Learners		Extension in Education, ISSN 0975-5144				
			View File			

3.3.6 – h-Index of the Institutional Publications during the year. (based on Scopus/ Web of science)

Title of the Paper	Name of Author	Title of journal	Year of publication	h-index	Number of citations excluding self citation	Institutional affiliation as mentioned in the publication
Nil	Nil	Nil	2016	Nill	Nill	Nil

No file uploaded.

3.3.7 – Faculty participation in Seminars/Conferences and Symposia during the year :

Number of Faculty	International	National	State	Local
Attended/Seminars/Workshops	4	9	5	8
Presented papers	4	3	4	4
Resource persons	3	3	3	3

View File

3.4 – Extension Activities

3.4.1 – Number of extension and outreach programmes conducted in collaboration with industry, community and Non- Government Organisations through NSS/NCC/Red cross/Youth Red Cross (YRC) etc., during the year

Title of the activities	Organising unit/agency/ collaborating agency	Number of teachers participated in such activities	Number of students participated in such activities
International Conference	Council for Teacher Education	4	4

View File

3.4.2 – Awards and recognition received for extension activities from Government and other recognized bodies during the year

Name of the activity	Award/Recognition	Awarding Bodies	Number of students Benefited
Nil	Nil	Nil	Nill

No file uploaded.

3.4.3 – Students participating in extension activities with Government Organisations, Non-Government Organisations and programmes such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the year

Name of the scheme	Organising unit/Agency/collaborating agency	Name of the activity	Number of teachers participated in such activites	Number of students participated in such activites
Educational service	Ananda Nilayam	Free Tuition	4	10
Educational service	Sreechitra Poor Home	Free Tuition and Awareness	5	10

Social Service	Gandhi Bhavan Gandhi Smaraka Nidhi, Trivandrum	Work experience	5	50

classes on social issues appears in the row above.

[View File](#)

3.5 – Collaborations

3.5.1 – Number of Collaborative activities for research, faculty exchange, student exchange during the year

Nature of activity	Participant	Source of financial support	Duration
Nil	Nil	Nil	0

No file uploaded.

3.5.2 – Linkages with institutions/industries for internship, on-the- job training, project work, sharing of research facilities etc. during the year

Nature of linkage	Title of the linkage	Name of the partnering institution/ industry /research lab with contact details	Duration From	Duration To	Participant
Academic	Attachment with Institutions	SCERT, SIEMAT, BRC, SSA	05/12/2016	16/12/2016	M.Ed students
Academic	Internship	Colleges of Teacher Education (Secondary Level)	06/02/2017	16/02/2017	M.Ed students
Academic	Internship	Colleges of Teacher Education (Secondary Level)	18/01/2017	31/01/2017	M.Ed students
Academic	Internship	Secondary and higher secondary schools	30/11/2016	03/02/2017	B.Ed. Students

[View File](#)

3.5.3 – MoUs signed with institutions of national, international importance, other universities, industries, corporate houses etc. during the year

Organisation	Date of MoU signed	Purpose/Activities	Number of students/teachers participated under MoUs
NA	01/06/2016	NA	Nill

[View File](#)

CRITERION IV – INFRASTRUCTURE AND LEARNING RESOURCES

4.1 – Physical Facilities

4.1.1 – Budget allocation, excluding salary for infrastructure augmentation during the year	
Budget allocated for infrastructure augmentation	Budget utilized for infrastructure development
2205000	**2199381**

4.1.2 – Details of augmentation in infrastructure facilities during the year	
Facilities	Existing or Newly Added
Nill	**Existing**
View File	

4.2 – Library as a Learning Resource

4.2.1 – Library is automated {Integrated Library Management System (ILMS)}

Name of the ILMS software	Nature of automation (fully or patially)	Version	Year of automation
LIBSOFT	**Fully**	**2.1**	**2011**

4.2.2 – Library Services

Library Service Type	Existing		Newly Added		Total	
Text Books	**15046**	**Nill**	**115**	**44693**	**15161**	**44693**
Reference Books	**5603**	**Nill**	**3**	**4610**	**5606**	**4610**
Journals	**20**	**49500**	**Nill**	**Nill**	**20**	**49500**
Digital Database	**Nill**	**Nill**	**2**	**Nill**	**2**	**Nill**
CD & Video	**23**	**Nill**	**Nill**	**Nill**	**23**	**Nill**
Weeding (hard & soft)	**6021**	**Nill**	**28**	**Nill**	**6049**	**Nill**
View File						

4.2.3 – E-content developed by teachers such as: e-PG- Pathshala, CEC (under e-PG- Pathshala CEC (Under Graduate) SWAYAM other MOOCs platform NPTEL/NMEICT/any other Government initiatives & institutional (Learning Management System (LMS) etc

Name of the Teacher	Name of the Module	Platform on which module is developed	Date of launching e-content
Dr. Issac Paul	**Strategies for Sustainable Development**	**Adobe Premiere**	**04/10/2017**
Dr. V.K.Sobha	**Poetic Devices**	**MS Power point**	**12/12/2017**
View File			

4.3 – IT Infrastructure

4.3.1 – Technology Upgradation (overall)

Type	Total Computers	Computer Lab	Internet	Browsing centers	Computer Centers	Office	Departments	Available Bandwidth (MBPS/	Others

									GBPS)	
Existing	80	1	25	1	1	4	12	50	0	
Added	0	0	40	0	0	3	0	0	0	
Total	80	1	65	1	1	7	12	50	0	

4.3.2 – Bandwidth available of internet connection in the Institution (Leased line)

50 MBPS/ GBPS

4.3.3 – Facility for e-content

Name of the e-content development facility	Provide the link of the videos and media centre and recording facility
GCTE - E Content Development Studio	https://youtu.be/F1-j2YMEZ4c

4.4 – Maintenance of Campus Infrastructure

4.4.1 – Expenditure incurred on maintenance of physical facilities and academic support facilities, excluding salary component, during the year

Assigned Budget on academic facilities	Expenditure incurred on maintenance of academic facilities	Assigned budget on physical facilities	Expenditure incurredon maintenance of physical facilites
425000	425000	1780000	1774381

4.4.2 – Procedures and policies for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc. (maximum 500 words) (information to be available in institutional Website, provide link)

Plan fund and funds from the State Government are utilized for procuring and upgrading the infrastructure both in quantity and quality of the institution. For that, detailed project proposals will be submitted to the Directorate of Collegiate Education for seeking funds to upgrade the institutional infrastructure. After the allocation of funds, the institution will obtain the Technical and administrative sanction. After which,the existing purchase committee will decide and fix the standards of equipment to be purchased. Open quotations through newspapers and gazette will be issued.Later the detailed scrutiny of quotations will be done and the purchase committee will decide to issue the purchase order to the lowest quoted supplier. The supplied equipment will be inspected to ensure the assured quality by a technically qualified team. Usually the technical teams are hired from the Government Engineering Colleges or PWD kerala. Then the equipment is installed and commissioned for establishing a proper teaching learning process. The six laboratories i.e. Physical Science, Natural Science, Computer, Psychology, Social Science and Language laboratories and Physical education Lab(Human Performance Lab) are functioning under the monitoring of concerned teachers in charge. Stock register and entry-exit registers are maintained. College laboratories are the place where the students are free to do their experiments in a cooperative and collaborative manner. The maintenance and repairs of equipment and purchasing of chemicals are to be done by utilizing the plan fund , funds from the Kerala government and a minimum contributions from PTA also.

http://gctetvpm.ac.in/wp-content/uploads/sites/56/2021/08/4.4.2-Procedures-and-policies.pdf

CRITERION V – STUDENT SUPPORT AND PROGRESSION

5.1 – Student Support

5.1.1 – Scholarships and Financial Support

	Name/Title of the scheme	Number of students	Amount in Rupees

Financial Support from institution	PtA	0	0
Financial Support from Other Sources			
a) National	Post Metric Scholarship, DCE scholarship for Differently abled, Fisheries scholarship, University merit scholarship	14	489161
b)International	0	Nill	0
[View File](#)			

5.1.2 – Number of capability enhancement and development schemes such as Soft skill development, Remedial coaching, Language lab, Bridge courses, Yoga, Meditation, Personal Counselling and Mentoring etc.,

Name of the capability enhancement scheme	Date of implemetation	Number of students enrolled	Agencies involved
8. Workshop on MCQ Test battery for B.Ed online Exam	01/07/2016	49	Directorate of Collegiate Education, Govt. of Kerala
7. National seminar on Community Resources E-Resources in Teaching Learning	18/01/2017	49	Directorate of Collegiate Education, Govt. of Kerala
6. National Seminar on Techno Pedagogic Content Knowledge Analysis in Geography	07/12/2016	49	Directorate of Collegiate Education, Govt. of Kerala
5. Workshop on Art and Drama	10/09/2016	49	In House (GCTE, Thycaud), Gandhi Bhavan, Thycaud
4. Four Day Residential Community Living Camp	02/10/2016	49	In House (GCTE, Thycaud), Gandhi Bhavan, Thycaud
3. Workshop on SUPW	05/09/2016	49	In House (GCTE, Thycaud), Gandhi Bhavan, Thycaud
2. Meditation Classes as a part of the curriculum for First semester B.Ed and M.Ed Students	01/07/2016	80	In House (Dpt of Physical Education, GCTE, Thycaud) Gandhi Bhavan, Thycaud
1. Yoga Classes as a part of the curriculum for	01/07/2016	80	In House (Dpt of Physical Education, GCTE, Thycaud)

first semester B.Ed and M.Ed Students				Gandhi Bhavan, Thycaud

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5.1.3 – Students benefited by guidance for competitive examinations and career counselling offered by the institution during the year

Year	Name of the scheme	Number of benefited students for competitive examination	Number of benefited students by career counseling activities	Number of students who have passedin the comp. exam	Number of studentsp placed
2016	Placement Cell	30	30	10	7
2017	Placement Cell	26	26	12	10

View File

5.1.4 – Institutional mechanism for transparency, timely redressal of student grievances, Prevention of sexual harassment and ragging cases during the year

Total grievances received	Number of grievances redressed	Avg. number of days for grievance redressal
Nill	Nill	Nill

5.2 – Student Progression

5.2.1 – Details of campus placement during the year

On campus			Off campus		
Nameof organizations visited	Number of students participated	Number of stduents placed	Nameof organizations visited	Number of students participated	Number of stduents placed
Nil	Nill	Nill	Different schools	50	23

View File

5.2.2 – Student progression to higher education in percentage during the year

Year	Number of students enrolling into higher education	Programme graduated from	Depratment graduated from	Name of institution joined	Name of programme admitted to
2016	5	B.Ed	, Social Science, Malayalam Hindi Natural Science Commerce	GCTE Thycaud Govt. College for Women University College University College Alagappa University	M.Phil, Ph.D, M.Phil, MSc Zoology, MSc Psychology
2016	5	M.Ed	Social Science, Social	University of Kerala, St. Hindu	MA Economics, Ph. D

			Science, Mathematics, Science, English	College, Nagerkovil, Centre for Distance Education, St.Pauls Collge Kalamassery, Centre for Continuing Education	Diploma in Psychology, MSc Physics , MA English

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5.2.3 – Students qualifying in state/ national/ international level examinations during the year (eg:NET/SET/SLET/GATE/GMAT/CAT/GRE/TOFEL/Civil Services/State Government Services)

Items	Number of students selected/ qualifying
NET	6
SET	7

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5.2.4 – Sports and cultural activities / competitions organised at the institution level during the year

Activity	Level	Number of Participants
Annual Athletic Meet	Institution Level	80
Elocution Quiz Competition	Intercollegiate Level	50
International Yoga Day	Institution Level	80
Teachers Day	Institution Level	50
Sreshtabasha Vaaraghosham	Institution Level	50
Gandhi Jayanthi Celebrations	Institution Level	80
Independence Day Celebrations	Institution Level	80
Christmas New Year Celebrations	Institution Level	80
Talent Day Celebrations	Institution Level	50
Onam Celebrations	Institution Level	80

View File

5.3 – Student Participation and Activities

5.3.1 – Number of awards/medals for outstanding performance in sports/cultural activities at national/international level (award for a team event should be counted as one)

Year	Name of the award/medal	National/ Internaional	Number of awards for Sports	Number of awards for Cultural	Student ID number	Name of the student
2016	Nill	National	Nill	Nill	Nill	Nill

View File

5.3.2 – Activity of Student Council & representation of students on academic & administrative bodies/committees of the institution (maximum 500 words)

Student council The college has an elected student council. Student representatives are elected through presidential mode of election. The student council of the year 2016-2017 was inaugurated on 27 October 2016. The student council was sworn in in accordance with the college election rules and norms set by Kerala University. Our institution follows the bye laws of the functioning of student council of University of Kerala. The election procedure is according to the guidelines specified in the Kerala University constitution. A fierce and healthy competition was unveiled during the election campaign where the candidates canvassed votes. The students are given a chance to experience the democratic proceedings of election throughout the endeavour. The elected student council consists of members holding various posts viz, Chairperson, Vice Chairperson, University Union Councilor, Arts Club Secretary, Sports Secretary, Magazine Editor, Lady Representative, representatives of subject association Activities of the student council for the year 2016-2017 1. Union Inauguration: The first event held by the elected student council was its own inaugural ceremony. A vibrant, unique stage was set up by the students for the day. The day was filled with a number of gusty and unique performances by the students. 2. Arts Day: The stage items of the Arts Day were organised in the UGC Hall. Students maintained a healthy competitive spirit and were active participants of events ranging from essay writing, mono act, mime, poetry, skit and singing events. It was a colourful day for all the participants and viewers alike creating wonderful memories to remember always. 3. Independence Day 4. Onam Celebration 5. Teachers Day Celebration 6. Film Festival 7. Gandhi Jayanthi: All the students under the leadership of the student council actively involved in celebrating the birth anniversary of the father of the nation. As part of tradition, a massive cleaning spree of our college was organized. All the four batches were divided into groups and given areas to clean. The respective groups carried out their duties to perfection. 8. Christmas Celebration: A colorful stage was set up and a joyful day of festivities followed. The chief guest of the event talked about spreading the message of love. The Christmas papa brought in the cake which was cut and distributed among the students. 10. New Year Celebration 11. Republic Day 12. Sports Day: The annual athletic meet was held at the University Stadium in Palayam. A healthy competition was witnessed on the grounds and laughter rang out everywhere. Despite the tiredness due to the heat, students maintained their spirit, energy and vigour. 13. Womens Day 14. Environment Day 15. Intercollegiate quiz competition 16. Inter collegiate elocution competition 17. Inter collegiate Cricket tournament Representation of students in academic and administrative committees of institution as: a. Academic Committees : NAAC IQAC RUSA Optional Association b. Administrative Committee : Grievance Redressal Cell Discipline Committee Purchase Committee Sports Committee c. Cultural/social: Eco club Literary club Science club Tourism club Film club Women's cell Nature club The above-mentioned committees ensure the participation of maximum students and

5.4 – Alumni Engagement

5.4.1 – Whether the institution has registered Alumni Association?

Yes

The Government College of Teacher Education, Thycaud, Thiruvananthapuram with its legacy of more than a century is blessed with thousands of Alumni contributing to the human resource at various walks of life throughout the world. The contribution of the Alumni towards the welfare and smooth functioning of the college is remarkable in the long history of GCTE. Officially established in the year 2005, Alumni became part of every activity organised by the college. The first meeting of the alumni was held on 19.11.2005. The name of the alumni organisation is Govt College of Teacher Education Alumni Association (GCTEAA) Thycaud, Thiruvananthapuram, registered

under the provisions of the Travancore-Cochin Literary, Scientific and Charitable Societies Registration Act 1955. The former students of our college serves as teachers, teacher educators, and administrators in various teacher education institutions, arts and science colleges, university departments, higher secondary schools, high schools, primary schools etc. They work in various aided, unaided and government institutions. Even though most of our Alumni choose teaching as their profession we have exceptions where they contribute efficiently to state and central services and other private sectors also. Our Alumni is proud to have a former minister of state, and IAS officer, cine artists, renowned poets, eminent teachers and reputed professors. We trytoensuretheirparticipationinvariousprogrammesorganisedbythestudent council. The presence of such distinguished personalities in various programs provides an opportunity to our student teachers to interact with distinguished personalities and such interactions are inspiring to our teacher aspirants. Expert talks are provided by Alumni without receiving remuneration. GCTE is indeed lucky to have Alumni in every walk of life who consider it as an honour to corporate with the curricular, co-curricular and extracurricular activities of the college. We have the services of the Alumni as the judges of our college level competitions in arts and sports. The curricular and co- curricular activities are guided and supported by the Alumni. Demonstration classes for the student teachers are taken by the Alumni of concerned optional subject. They consider it as a privilege and it is done free of remuneration. The Alumni provides resources support for the successful conduct of seminar and workshops organized by various departments. council. The presence of such distinguished personalities in various programs provides an opportunity to our student teachers to interact with distinguished personalities and such interactions are inspiring to our teacher aspirants. Expert talks are provided by Alumni without receiving remuneration. GCTE is indeed lucky to have Alumni in every walk of life who consider it as an honour to corporate with the curricular, co-curricular and extracurricular activities of the college. We have the services of the Alumni as the judges of our college level competitions in arts and sports. The curricular and co- curricular activities are guided and supported by the Alumni. Demonstration classes for the student teachers are taken by the Alumni of concerned optional subject. They consider it as a privilege and it is done free of remuneration. The Alumni provides resources support for the successful conduct of seminar and workshops also.

5.4.2 – No. of enrolled Alumni:

2312

5.4.3 – Alumni contribution during the year (in Rupees) :

8500

5.4.4 – Meetings/activities organized by Alumni Association :

Providing expert talk Taking demonstration lessons for the optional subject Merit day programme Endowments to meritorious students Resources support during practice teaching Student Council inauguration by former minister Arts College inauguration Contributing to the publication of Research Journal

CRITERION VI – GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 – Institutional Vision and Leadership

6.1.1 – Mention two practices of decentralization and participative management during the last year (maximum 500 words)

6.1 The Government of Teacher Education, Thycaud P.O, Thiruvananthapuram was established in 1911 and is the only Government of Teacher Education in Southern Kerala. The college is affiliated to the University of Kerala and comes under

the administrative control of the Department of Collegiate Education, Government of Kerala. Practice 1 – Administrative ?The Principal of the college has vested whole academic and administrative powers as well. The Vice Principal of the college is supporting the Principal in Academic as well as administrative matters. The college is following the exact portfolio. Therefore this enables the smooth functioning of the college. All the college positions/clubs/committees are allotted to all teachers. Moreover there are other duties Staff Council, Purchase committee, Guidance cell, Tourism club, Anti Ragging committee, Anti-Harassment cell, Placement cell, Grievance cell, Scrutiny and Evaluation committee, Internal complaint against sexual harassment, Crisis management cell, Technical committee and Equipment, Library committee, Time Table Committee, Excursion activities, Charity Programmes, Narcotic club, Eco club, Discipline committee, Women cell, Inter collegiate competitions etc. ?The office functions are dealt with by the Senior Superintendent. He/she has the duty to assign the works of all the staff in the office. The section wise duties are Head of Accountant, section A1, A2, A3, A4, A5, A6, Typist, Office Assistants and Sweepers. These represent the Institutional Decentralization Practices and Participate Management Section A1: Postings of teachers and nonteaching staff, Approval of regularisation of postings, Probation declaration ,Grade, Approval of leave, Increment of administrative staff, Leave surrender, commuted leave, Terminal surrender, Request of teachers to send to other offices ,Sending pension proposal teachers to higher office, IMG training for teachers and administrative staff. NLC certificate of gazetted officers, Right to information (General),assembly questions (General), Advance increment of teachers, FIP Section A2: PF,TA,NRA related works, Tender notice, contingent bill and non plan bills, Monthly expenditure statement to DCE under non plan, Sending annual report to DCE and university. Section A3: Salary bill, spark related works, PF admissions, SLI ,GIS, FBS, Treasury reconciliation, audit objections, plan, Purchased related to UGC fund, Preparing and forwarding o Conduct of university exams, plan proposals, Minor and major research projects. Section A4 : B.Ed and M.Ed admissions, Matriculation recognition, E grants and scholarships, TC, Research scholar register maintenance and bill forwarding. Section A5: All collections DCB to DCE and university, Tapal despatch, stamp account. Section A6: Reimbursement of medical, travelling allowances, it's bills and related works, Collection of water charge of hostel and quarters, Stationary stock, general papers, stock verifications, printing of college calendar, maintenance of CDC register and it's accounts. Section A7: Helping E grants, admissions, bills, university exams-online submission, spark and university exams. Practice 2 – Academic The academic practices of decentralization and participative management during the year 2016 clearly arranged and specified in the portfolio distribution approved and finalized by the staff council after discussion based on academic experience and expertise. Our institution adhere rules and procedures of UGC and higher education department of Kerala an Principal and staff council monitor each assigned regularly.

6.1.2 – Does the institution have a Management Information System (MIS)?
Partial

6.2 – Strategy Development and Deployment

6.2.1 – Quality improvement strategies adopted by the institution for each of the following (with in 100 words each):

Strategy Type	Details
Admission of Students	For the year 2016-18 the B.Ed. program proposed is based on the Credit and Semester System with Grading. B.Ed. course is notified in the newspapers and the students submit their

application in the college with in the time notified. Rank list is prepared on merit basis. The course is of two years duration. There will be four semesters, with 100 working days for Semester I II, 120 working days for Semester III and 80 working days for Semester IV, excluding admissions, University examination and preparatory holidays. The course consists of three components: Theory, CE and related practical work. Course content is divided into three areas: Perspectives in Education (core papers), Curriculum and Pedagogic courses (optional papers) and related works. Our college offers specialization in 11 optional subjects' viz. Malayalam, English, Hindi, Sanskrit, Tamil, Mathematics, Physical Science, Natural Science, Social Science, Geography and Commerce. There shall be a basic unit of 50 students for a single intake. Medium of instruction for the course is English. However, candidates may write the examination in Malayalam for all papers except language papers. Admission to the course will be on the basis of the eligibility requirements, rules and regulations for B.Ed. admissions fixed by the Govt. of Kerala and approved by the University from time to time. For the year 2016-18 M.Ed. program eligibility for admission, Norms for admission, reservation of seats for the M.Ed. Degree programme shall be in accordance with the University/Govt./NCTE norms from time to time.Candidates seeking admission to M.Ed. programme must possess a B.Ed. Degrees of the University of Kerala, or of anyother B.Ed. Degree recognized as equivalent thereto by the University of Kerala, with a minimum of 55 marks in aggregate.The total marks obtained for the B.Ed. Degree Examination shall be the basis for selection. An additional weightage shall be given to the candidates with Post Graduate Degree (MA/M.Sc./M.Com) in their subject of specialization at B.Ed. LEVEL. Relaxation of 5 marks for the SC/ST candidates and 2 marks for SEBC candidates/relaxation as per Govt. norms. The M.Ed. programme shall be for a period of two academic years comprising of four semesters. The minimum number of working days in each

	semester shall be 100. The total marks obtained for the B.Ed. Degree Examination shall be the basis for selection. A student has to acquire at least 75 of the number of working periods (lectures, seminars, practical field work taken together) during each semester. The medium of the coursefor both instruction and examination shall be in English except for the elective subjects offered in Malayalam, Hindi, Sanskrit and Tamil. For a pass in the examination, a candidate should secure a minimum of 50 marks in aggregate with a minimum of 40 in each Theory Paper in the External Examination of the University. There is no minimum for CE.
Industry Interaction / Collaboration	Efforts are taken to build and maintain good rapport with the Academia alliances, schools, Teacher Education Institutes, SCERT Kerala, SIEMAT Kerala, DIETS, and Higher Education Institutes etc. Internship in Teaching or School Internship for B.Ed. students is given for a period of 20 weeks into two phases. The participating schools shall set up a mutually agreed mechanism for organizing, monitoring, supervising and tracking of internship and assessing the student- teachers. Planned progressive development of the behaviour of the student-teacher is the major achievement of the teaching practice. Internship for M.Ed. is proposed in three phases- 10 working days, 15 working days and 20 working days respectively. District level institutions like DIET, SSA DISTRICT/STATE offices, SCERT, SIEMAT, IMG, BRC, Adult Non formal Education, college with NAAC accreditation/Autonomous colleges, Gandhi Smaraka Nidhi etc. can be selected for student'sattachment. This provides a unique opportunity to students and teachers to learn theoretical concepts practically,understand the Institutes , collaborate with other academic ventures Faculty members have collaborated with local, national and international eminent academicians and researchers and published research papers.
Human Resource Management	Team building and collective decision making is the motto of our Human Resource. The Principal of the college

	is head of the institution for the HRD work. Principal organises meeting of staff council in order to manage in the best way the human resource available Faculty members and Non-teaching staff are encouraged to participate in various training, workshops and faculty development programmes. Different committees are nominated by the Staff Council to ensure and enhance the academic and administrative experience of faculty members. ?Students are empowered to organize different events like day celebrations, field trips to organisations, Literary-cultural activities in the college to develop their organizational skill. ?Biometric, CCTV facilities are used for human resource management.
Library, ICT and Physical Infrastructure / Instrumentation	The Library is now functioning in the main heritage building of the college.The Library is nourished with more than 28000 books which are hosted in the Central Library and Department Libraries and 1440 thesis including M.Ed., M.Phil. and Ph.D. are kept in research library. The Central Library is subscribing 5 newspapers and 13 general periodicals. The Library is automated with library management softwareLIBSOFT. The users can access the collection through Online Public Access Catalogue (OPAC). The library can be accessed from 8.30 am to 3.30 pm on all working days. Following are the services offered by the library-SERVICES, Reference, User Orientation and Current Awareness, Assistance in searching databases provided. The college has encouraged the use of ICT based techniques of study purpose. The computer lab of the College equipped with networking (LAN) facility.
Research and Development	Encouraging students and faculty members to participate in seminars and present their research works. Encouraging faculty members to undertake research projects, workshops, seminars. The library facilitates research-oriented books, journals e journals for research reference. Our college also is a research centre in education of University of Kerala. 14 research guides with 46 research scholars (full time 12 part time 34) in our research centre. This research centre provides guidance to faculty

	about funding agencies promotes interdisciplinary research. The College has a bi-annual journal namely "GCTE JOURNAL OF RESEARCH AND EXTENSION IN EDUCATION" from January 2006. Also the publication wing of the college publishes an annual publication "GCTE RESESRCH ABSRACTS" from 2011 onwards. ? The faculty members are encouraged to publish their research contributions in various National International Journals and conferences. The Institute encourages the research scholars and teachers by providing on-duty leave to focus on their research. Our college encourages faculty members to pursue Ph.D. programmes in reputed universities. Two teachers availing FDP programme for doing Ph. D During this academic year.
Examination and Evaluation	Examination committee has been formed in the Staff Council for effective implementation of the conduct and evaluation of the exams.The term exams are conducted in the college. The annual exams are organised by the affiliating University and conducted by the college. Surprise inspections by faculty members of various colleges visit the during examination in order to control the use of unfair means ? College conducts internal assessment of students according to the university guidelines. Class tests, surprise tests, online tests, mid-term tests, student seminars, interactive sessions, practical examinations, debates etc. are conducted by departments to evaluate the students. ? Continuous evaluation is done through the process of assessing the practical work related to core papers and optional papers too.
Teaching and Learning	We follow a holistic approach for the growth and development of our teaching learning process using methodologies like presentations, demonstrations by experts, descriptive methods, brainstorming, group discussions, online quizzes,hands on experiences, field trips etc. ?We provide adequate infrastructural and laboratory facilities to our B. Ed and M. Ed students for developing techno pedagogical skills and competencies. ?Wi-Fi enabled campus and provides facility for students to use internet/ICT as resources both for

	teaching and learning. ? The College has a Library with over 15161 titles of text books, 5606 Reference Books , 20 journals, 2 Digital Database free version, 23 CD VIDEO, 6021 Weeding(Hard Soft), magazines, newspapers etc. all available for students for updating their knowledge. ?We motivate our teachers to pursue higher studies – FDP and abreast their skill and knowledge. Our faculties are empowered to use the innovative technologies and modern methodologies in their teaching. we motivate our faculty members to join Orientation Programme, Refreshers Courses, Workshops and FDPs to upgrade their skills ?Concept of mentoring is implemented to provide special care to slow learners and students facing learning difficulties. Students are provided with remedial classes too.
Curriculum Development	Curriculum vision empowerment of prospective teachers with value embedded and competency- based teacher education curriculum, to equip them to be professionally competent, adaptable and socially committed to meet the challenges in a knowledge society. Curriculum designing and development is decided by the affiliating university. Two members of our college was member in Board of studies in education of University of Kerala and initiated to take responsibility to develop curriculum of B.Ed and M.Ed programme. In addition to that Principal and Faculty members interact with the university and provide their views related to curriculum development. Some faculty members are members of the Board of Studies of Kerala university. University revises the syllabus of B. Ed M. Ed on a regular basis and Senior faculty members from our college have been a part of the curriculum development committee formulated by university and have contributed to the curriculum development.

6.2.2 – Implementation of e-governance in areas of operations:

E-governace area	Details
Planning and Development	Various planning and developmental strategies are adopted for the better functioning of the institution.Construction of building and asset maintenance are done by Public Works Department (PWD) by

	utilizing the allotted fund. Suggestions are discussed in staff council meeting and important matters are intimated to PWD. ?For the admission of B.Ed. and M.Ed. courses circular and prospectus is updated in Universities portal. Timetable and academic calendar is planned and uploaded on the website.
Administration	Service record of teaching and non-teaching staff is maintained in online mode through SPARK- Service and Payroll Administrative Repository of Kerala. Service Book maintenance, Attendance register, Entitlement register (for teachers), leave register are prepared manually in the office.
Finance and Accounts	The college has a computerized account keeping and administrative system. Payslips and PF statements of employees are transmitted electronically. Salary of faculty members and staff is transferred directly to the bank accounts. Salary bills are submitted to the treasury through BIMS (Bill Information And Management software).
Student Admission and Support	Application notification for admission to B.Ed., M.Ed. and Ph.D. courses is uploaded in the online admission portal of Kerala University. Merit list is prepared by the University and students who got selected for admission to the respective colleges are intimated by the University through mail. ? College Office helps and provides the necessary assistance to students to apply for different scholarship schemes. They are- PTA SCHOLARSHIP FROM THE INSTITUTION,E – grantz (Post Matric Scholarship),DCE SCHOLARSHIP FOR THE DIFFERENTLY ABLED,Hindi scholarship(National),National Scholarship, Lakshadweep Scholarship , University Merit Scholarship.

6.3 – Faculty Empowerment Strategies

6.3.1 – Teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies during the year

Year	Name of Teacher	Name of conference/ workshop attended for which financial support provided	Name of the professional body for which membership fee is provided	Amount of support
2016	Nil	Nil	Nil	Nill

2017	Nil	Nil	Nil	Nill

No file uploaded.

6.3.2 – Number of professional development / administrative training programmes organized by the College for teaching and non teaching staff during the year

Year	Title of the professional development programme organised for teaching staff	Title of the administrative training programme organised for non-teaching staff	From date	To Date	Number of participants (Teaching staff)	Number of participants (non-teaching staff)
2016	Principals Training	NIL	06/12/2016	08/12/2017	1	Nill
2017	RUSA Training	RUSA Training	04/01/2017	06/01/2017	3	1
2016	Nil	Workshop for non teaching	17/08/2016	19/08/2016	Nill	3
2017	Nil	Training for Non teaching staff	13/02/2017	15/02/2017	Nill	3

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6.3.3 – No. of teachers attending professional development programmes, viz., Orientation Programme, Refresher Course, Short Term Course, Faculty Development Programmes during the year

Title of the professional development programme	Number of teachers who attended	From Date	To date	Duration
Refresher course	1	09/03/2017	29/03/2017	21
Orientation	1	23/02/2017	22/03/2017	28
Refresher course	1	03/12/2016	19/12/2016	21

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6.3.4 – Faculty and Staff recruitment (no. for permanent recruitment):

Teaching		Non-teaching	
Permanent	Full Time	Permanent	Full Time
17	16	26	26

6.3.5 – Welfare schemes for

Teaching	Non-teaching	Students
10	12	3

6.4 – Financial Management and Resource Mobilization

6.4.1 – Institution conducts internal and external financial audits regularly (with in 100 words each)

Yes. The Institution conducts internal and external financial audits regularly.

Our college is a government instituation there are two types of financial audits. They are- 1. Audit from Accountant General of Kerala (Audit of Plan and Non Plan funds allotted to the college) The AG audit was pending. The AG'S audit is mainly for financial matters and purchase. 2. Directorate of Collegiate audit The Directorate of Collegiate Education audit is for Time Table, Establishment, Attendance, Financial matters, Purchase etc. The accounts to be audited for a period of 01/06/2015 to 31/3/2017. The report of audit hasn't been received yet from the Collegiate Education. The AG objection were that the huge arrear in water charge, delay in thesis submission of FIP substitute and accumulated balance in PD account. If at all any clarification or objections from the auditing officer, then the college will give necessary clarifications through proper channels. Internal auditing of PTA fund, Alumni Fund ,IQAC Fund, Journal fund, Student Development Fund is done every year. A staff committee is been appointed to conduct audits in accordance with auditing standards every financial year. By presenting an account and statement of expenditure are presented by the faculty in charge and necessary clarification is given by them. Based on the discussion internal audits are done. UGC funded projects, FIP contingency expenditure, seminars, workshops sanctioned by UGC are audited by chartered accountants like Saju and Associates.

6.4.2 – Funds / Grants received from management, non-government bodies, individuals, philanthropies during the year(not covered in Criterion III)

Name of the non government funding agencies /individuals	Funds/ Grnats received in Rs.	Purpose
Nil	0	Nil

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6.4.3 – Total corpus fund generated

0

6.5 – Internal Quality Assurance System

6.5.1 – Whether Academic and Administrative Audit (AAA) has been done?

Audit Type	External		Internal	
	Yes/No	Agency	Yes/No	Authority
Academic	Yes	Director of Collegiate Education, Govt. of Kerala	Yes	IQAC
Administrative	Yes	Audit members from DCE office and Accountant General's Office	Yes	Chartered accountants, Teaching and non-teaching staff members, Principal, PTA members

6.5.2 – Activities and support from the Parent – Teacher Association (at least three)

The Parent Teacher Association plays an active role in the academic affairs of the Institution. Parents take part in the decision making process and lend their expertise towards the smooth functioning of the Institution. Most of the maintenance works like furniture maintenances,plumbing works, electrification works, day'scelebrations, campus cleaning, cultural programmes, and meritscholarships are financed and supported by the Parent Teacher Association of the college. The alumni association has established a strong linkage with

the college and makes generous contributions for the development of the college 1. Activities and Support from the Parent Teacher Association: An Orientation programme was organized for the students along with their parents to acquaint the parents of the present batch with working of the Institution. Departments also organize their departmental orientation for an interactive dialogue with students and parents. 2. Active participation in PTA meetings.Parents give suggestions and feedbacks in the Annual parent Teacher Meeting organised by the College. PTA executive committee is constituted every academic year and selected parents are members in it. 3. The Department monitors the attendance of students. If a student shows poor attendance, then parents are informed about the same and subsequently meetings are arranged by the college authority with the parents. In almost all cases, parents provide essential support and care to ensure proper attendance of their ward. 4. PTA Scholarships are provided to B.Ed. And M.Ed. students scoring top marks. 5. Electricity, water charges are paid from advance taken from the PTA fund and is credited back to PTA as the Govt.fund isallotted. 5.Providing constructive feedback for improvement in teaching-learning processes of the college

6.5.3 – Development programmes for support staff (at least three)

The staffs are encouraged to attend workshops and training program conducted by competent authority in and outside the College. 1. Periodical meeting for the staff members 2. Orientation for effective office administration Capacity building programmes are organised 3. The college sponsors a tour for the administrative and office staff for developing interpersonal relations

6.5.4 – Post Accreditation initiative(s) (mention at least three)

The Institution is paying attention to the infrastructural and the all-round development of students by designing the curriculum in need with the changing scenario of Teacher Education. Employability skills and gender empowerment are also given more weightage. ? Teaching and the non-teaching Staff were encouraged to participate in capacity development organised by the Govt. to empower their skills and abilities ?The institution had communicated about the shortage of faculty members in different departments. ? Invited lectures programmes, seminars, workshops were conducted for B.Ed. , M.Ed. and research scholars ? ICT related programmes i.e., e- content development was organised for students ?Student feedback system has been strengthened. Feedback system has been implemented and the report is analysed ?Staff were encouraged to publish quality articles in reputed journals and take up minor research projects. Expansion of Research Collaboration with national and international agencies has been initiated.

6.5.5 – Internal Quality Assurance System Details

a) Submission of Data for AISHE portal	Yes
b)Participation in NIRF	No
c)ISO certification	No
d)NBA or any other quality audit	No

6.5.6 – Number of Quality Initiatives undertaken during the year

Year	Name of quality initiative by IQAC	Date of conducting IQAC	Duration From	Duration To	Number of participants
2017	Community resources and e resources in teaching	18/01/2017	18/01/2017	19/01/2017	50

2016	Life skills and Soft skills for the generation next	24/11/2016	24/11/2016	26/11/2016	35
2016	Digital skills to be possessed by Teachers in 21st century	07/12/2016	07/12/2016	09/12/2016	50
2017	Culture based pedagogy	07/01/2017	07/01/2017	07/01/2017	85
2017	Crafting Research Proposal	18/01/2017	18/01/2017	20/01/2017	85

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CRITERION VII – INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 – Institutional Values and Social Responsibilities

7.1.1 – Gender Equity (Number of gender equity promotion programmes organized by the institution during the year)

Title of the programme	Period from	Period To	Number of Participants	
			Female	Male
College Sports Meet	16/12/2016	17/12/2016	76	8
Awareness Programme for women	04/01/2017	04/01/2017	72	6
Women Empowerment through celebrating Women's day	09/03/2017	09/03/2017	75	6
College Union Election	06/06/2016	31/03/2017	5	5
College Arts Day	07/03/2017	08/03/2017	75	8
Vocational Guidance	13/03/2017	14/03/2017	70	6

7.1.2 – Environmental Consciousness and Sustainability/Alternate Energy initiatives such as:

Percentage of power requirement of the University met by the renewable energy sources
Solar energy is used as an alternative source of energy. Eight Solar panel with the capacity of 250 watts of solar energy generating panels are there. It consists of four modular batteries for storing solar energy. Total energy gaining through solar panel is 2000 watts. These 2000 watts of solar energy is

now utilizing in the Principal's Room and College Library. An underground tank with 5000 liter capacity was used to store water and the water is used in Men's Hostel College Commerce Department for various purposes. In addition to this, a bore well was constructed during the year 2015-16 using Rupees.1,47,780.00/- (One lakh forty seven thousand seven hundred and eighty rupees only) from Collegiate Education Department-Plan Scheme 2015-16 fund to the head of account "2202-03-103-75-01 (CIUP). They provided the fund for the up gradation of basic infrastructural developments and requirements of the Govt. Colleges in the state. The allotted fund was utilized to construct a 96m depth bore well with 165mm diameter discharging 1500 LPH. Water bearing zones were 33m- 500LPH 70m-1000LPH 84m-1500LPH. Along with the water from Water Authority in Trivandrum Corporation, the water from bore well was utilized for different purposes in the college.

7.1.3 – Differently abled (Divyangjan) friendliness

Item facilities	Yes/No	Number of beneficiaries
Physical facilities	Yes	1
Ramp/Rails	Yes	1
Braille Software/facilities	Yes	2
Rest Rooms	Yes	1
Provision for lift	No	Nill
Scribes for examination	Yes	1
Special skill development for differently abled students	Yes	1
Any other similar facility	Yes	1

7.1.4 – Inclusion and Situatedness

Year	Number of initiatives to address locational advantages and disadvantages	Number of initiatives taken to engage with and contribute to local community	Date	Duration	Name of initiative	Issues addressed	Number of participating students and staff
2016	1	1	20/10/2016	2	Resource support to visually challenged	They need extra time to take class note using braille	2
2016	1	1	15/11/2016	2	Material support to visually	Printed documents were provided to them	2

					challenged	for further learning with the help of others in the home	
2016	1	1	08/12/2016	5	Use of assistive technology to visually challenged	1.Orca software for the blind 2.Use of assistive technology 3.JOS software 4.Kurzwzile software Jaws 15 version	2
2017	1	1	04/07/2016	30	Facilitation given during practice teaching	1.Nearby schools in their home town were allotted during practice teaching 2.Special class room (with ICT facility) arrangement was made during practice teaching 3.Peer support in moving in an around school	2
2017	1	1	14/03/2017	5	Individualised instruction	1.Whenever they needed, the teacher will provide individual instructi	2

| 2017 | 1 | 1 | 13/03/2017 | 3 | Promoting and ensuring the participation of visually challenged in all the co-curricular, extra-curricular activities | With the support of teachers peers they have overcome these challenges | 2 |

on 2. Permission provided for them to write the class tests in braille

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7.1.5 – Human Values and Professional Ethics Code of conduct (handbooks) for various stakeholders

Title	Date of publication	Follow up(max 100 words)
Book of Code of Professional Conduct of Teachers	19/01/2017	This handbook was supplied to B.Ed, M.Ed and Phd scholars in our college to explain the key aspects - uphold the reputation and standing of the profession, take all reasonable steps in relation to the care of students under supervision, so as to ensure their safety and welfare comply with agreed national and school policies, procedures and guidelines which aim to promote pupil/student education and welfare and child protection. During the initial days of the course orientation was provided with tutor - ward monitoring mechanism was followed to support to fulfill code of conduct and ethics of prospective teachers.

7.1.6 – Activities conducted for promotion of universal Values and Ethics

Activity	Duration From	Duration To	Number of participants
World Environmental Day	06/06/2016	06/06/2016	84
Kerala's Reading Day (Vayana dhinam)	20/06/2017	21/06/2017	85
Vayana varam	20/06/2016	25/06/2016	83
International Yoga Day	21/06/2016	21/06/2016	86
Hiroshima, Nagasaki Day	06/08/2016	09/08/2016	85
Independence Day	15/08/2016	15/08/2016	84
Teacher's Day	05/09/2016	05/09/2016	85
Sevana Varam related with Gandhi Jayanti	03/10/2016	06/10/2016	86
World Mental Health Day	10/10/2016	11/10/2016	83
Kerala Piravi Day	01/11/2016	01/11/2016	85
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7.1.7 – Initiatives taken by the institution to make the campus eco-friendly (at least five)

1. Preparation of learning materials and aids using eco-friendly and waste materials. Promoting eco-friendly, improvised ICT aids for teaching practice 2. Making the department a plastic free zone 3. Submission of assignments through paperless mode (online) 4. Mechanic Electric Incinerator facility 5. Planting of indoor plants in the classroom maintaining a window garden. The activities of the Eco club and the Biodiversity club 6. The five eco-friendly products are Toilet Lotion, Toilet Soap, Washing Soap, Detergent and Dishwash powder were made by the students under the guidance of Sri.Ummar Sir and Sri.Sukumaran Sir of the Gandhi Bhavan, Thycaud.

7.2 – Best Practices

7.2.1 – Describe at least two institutional best practices

GOVT. COLLEGE OF TEACHER EDUCATION, THYCAUD, THIRUVANANTHAPURAM BEST PRACTICES BY DEPARTMENT OF COMMERCE BOOK BANKING SYSTEM 2016-17 TITLE OF THE PRACTICE: BOOK BANKING SYSTEM ? THE CONTEXT THAT REQUIRED INITIATION OF THE PRACTICE Books are the most compact and inexpensive means of conveying a dense amount of knowledge in a convenient package. Reading is very essential to have deep knowledge in subjects. But students find it very easy to access needed information from internet resources. So reading limits to essential knowledge needed. Educational researchers have found that there is a strong correlation between reading and academic success. A student who is a good reader is more likely to do well in school and pass exams than a student who is a weak reader. Information overload is very easy on internet, which prevents students from thinking deeply about any specific topic. But when they are reading a book, they become more focused which helps them to concentrate and think deeply about something. In order to highlight the importance of reading habit, the innovative method 'book banking system' is implemented in Commerce class. As they are prospective teachers, they can transfer the value of reading to the coming generations also. This book banking method equips our teacher educands with wide and deep knowledge and directs them through new experiences. ? OBJECTIVES OF THE PRACTICE The objectives of the book banking system are the

following: 1. To promote reading habit among teacher educands 2. To give awareness about the importance of reading 3. To give access to information without any discrimination 4. To strengthen the cooperation among teacher educands 5. To help students who stand financially backward ? THE PRACTICE This book banking system is running very effective and efficient since the beginning. The cooperation of the students forms the backbone of this programme. a) Rules and regulations Certain rules and regulations are formed to ensure efficient working of this system. They are the following: 1. Book bank facility will be given to the needy and meritorious students without any discrimination. 2. One book will be supplied at a time to the member. 3. Students have to return the book borrowed within 8 days 4. A fine of rupees 2 per day will be charged in case of delay. 5. Students are requested to make proper use of book taken. A brief summary of the book also should be submitted at the time of book return. 6. The selected committee should handle book bank scheme efficiently. 7. Based on certain criteria like percentage of marks and family income, deserving students will be given 3 books according to their requirement and availability of copies in the library and they are expected to return the books issued to them immediately after the end of their annual examination. 8. Students can leave their suggestions, opinions and complaints about book bank scheme in the complaint box placed in the classroom 9. Cleaning of book shelves and arrangement of books will be the collective responsibility of the students b) Book seminar The programme which we arranged very stimulating for the students is a 'book seminar'. The students select and read a chosen book and then will arrange a discussion after all have read that book. It is very helpful for collective formation of knowledge. c) Book donation drive Commerce department organized a book donation drive and the students were encouraged to share their book with others and donate good books of their own to the library. Parents and well wishers were also requested to donate books. This was very useful in the initial stage when the book bank started its functioning. ? OBSTACLES FACED IF ANY AND STRATEGIES ADOPTED TO OVERCOME THEM Time limit is the major obstacle. Students feel it very difficult to find time for general reading. Finance is also a crucial issue. Needed finance for purchasing and maintaining books will be met from college fund. Cooperation from the part of students also essential for the success of this programme. ? RESOURCES REQUIRED In the initial stage, books prescribed in the curriculum were arranged for the students. Lockers purchased for the safe keeping of book resources. A committee containing 2 monitors, 2 book keepers and 3 account keepers was appointed among the students. An issue register, a stock register, one catalogue to locate books available and one reference register were arranged for scientific working of the book bank. ? IMPACT OF THE PRACTICE This programme proved to be a productive initiative as it resulted in following benefits: • Students became aware of basic principles of Commerce education through reading. • Review of others helps them to select good book. • Wide reading habit developed among teacher educands. • Speedy and easy retrieval of knowledge help a lot them to do their work efficiently. • Discussion on various books can make them knowledge rich persons. • It is very helpful for financially backward students. • Leadership quality of students enhanced a lot through this practice. • Self confidence and cooperation among students improved to an appreciable level. 2) GOVT. COLLEGE OF TEACHER EDUCATION, THYCAUD, THIRUVANANTHAPURAM BEST PRACTICES BY DEPARTMENT OF MALAYALAM BEYOND VISION 2016-17 ? TITLE OF THE PRACTICE: BEYOND VISION ? THE CONTEXT THAT REQUIRED INITIATION OF THE PRACTICE Visually impaired students now attend regular schools and colleges for their education. Inclusive education is a new approach towards educating the children with disability and learning difficulties with that of normal ones within the same roof. It brings all students together in one classroom and commonly regardless of their strengths and weakness in any area and seeks to maximize his potential. Student teachers prepare audio lessons for the visually impaired children. ? OBJECTIVES OF THE

PRACTICE The objectives of the book banking system are the following: 1. To enhance interest in learning among visually impaired/challenged/disabled children. 2. To motivate them for self-learning through audio lessons, Audio Texts Podcasting. 3. To help them to access information without any difficulty. 4. To motivate learning students have auditory learning style also. 5. To create interest in poetry learning among not only in visually challenged pupils but in all types of students through podcasting named as "Thenthulli". ? THE PRACTICE ? AID FOR THE VISUALLY IMPAIRED Visually impaired students now attend regular schools and colleges for their education as a part of Inclusive education. It brings all students together in one classroom and commonly regardless of their strengths and weakness in any area and seeks to maximize his potential. Student teachers prepare audio lessons for the visually impaired children. The lessons from high school texts were explained well in the material. The ideas expressed in the lessons were well explained with examples and added supplementary audio materials for follow-up. Poems recite in an attractive manner to create interest in children. All the lessons were well taught and the student not need any outside help to understand the lessons .So it can be called as a self learning material for the kids who are visually impaired. ? AUDIO TEXTS Audio texts were developed by the student teachers for helping the visually challenged high school students in their learning. Free texts were given to them by the government but most of them came to class without texts. Some kids can't read Malayalam and some had no interest in reading. In order to create interests in them, student teachers prepare audio texts on the high school textbooks and sent it to the student groups. Audio texts include the main idea of the lesson with a good explanation and follow up activities. ? PODCASTING (POETRY RECORDING) Now day's students are not much interested in listening poetry. The boring teaching methods used by the teachers in teaching poetry was the main reason behind this attitude. In order to create poetry interest in children, Malayalam students develop audio recording of poems in a very sweet manner. The programme was called "Thenthulli"(Honey drops). ? OBSTACLES FACED IF ANY AND STRATEGIES ADOPTED TO OVERCOME THEM As our institution follows tight academic schedule from 9.30 AM to 4.30 PM, the time limit is the major obstacle for recording. Students feel it very difficult to find time for recording as some students came from far places. ? RESOURCES REQUIRED a) AID FOR THE VISUALLY IMPAIRED: For preparing audio lessons the Malayalam Text Books prepared by Kerala State Council for Educational Research and Training (SCERT) for VIII, IX, X Standard were used. b) AUDIO TEXTS: For preparing Audio Texts the Malayalam Text Books prepared by Kerala State Council for Educational Research and Training (SCERT) for VIII Standard was used. c) PODCASTING (POETRY RECORDING): The podcasting named as "Thenthulli" was prepared by including all the poems in VIII the Malayalam Text Books prepared by Kerala State Council for Educational Research and Training (SCERT) for VIII Standard and some selected poems of famous poets were included. d) DIGITAL TOOLS USED: Mobile apps Handy camp were used for recording the documents. ? IMPACT OF THE PRACTICE This programme, "Beyond Vision"

Upload details of two best practices successfully implemented by the institution as per NAAC format in your institution website, provide the link
http://gctetvpm.ac.in/wp-content/uploads/sites/56/2021/08/7.2.1-Best-Practice.pdf

7.3 – Institutional Distinctiveness

7.3.1 – Provide the details of the performance of the institution in one area distinctive to its vision, priority and thrust in not more than 500 words

NANMA PROJECT (A Unique Venture of GCTE) Preface of the project NANMA project is an initiative of our college to ensure commitment, service to humanity, self help to mutual help and us feeling among college community. This venture is

purely an extension programme of our college to give each one as scaffolds by providing both monetary and non monetary supports without any external compulsion. The term 'Nanma' denotes a supporting hand by way of small initiatives. It started with the vision to make self-consciousness, empathy, social responsibility and commitment to attain the core outcome of teacher education programme to make a successful social engineer. The prime objectives of the project are to develop a sense of responsibility, social values, co-operation and fellow feeling. IQAC, Teaching faculty, B.Ed and M.Ed students, PTA, and Alumni were the stakeholders of the project. This project is an ongoing and unique innovative practices categorized in to eight great ventures. They are, A) SHOULDERS As the term indicates as take a positive hand in the form of providing uniforms to economically backward students at the time of school opening to Govt. Model Boys H.S.S, Thycaud. The amount generated from this venture initiated by college union and staff council from 2013 academic year onwards. B)NANMA FEAST The Nanma Feast mainly focused to arrange a food fest and was carried out by our post graduate department (M.Ed.) and all college community and neighboring educational institutions took part in this programme. The collected money is transferred to Nanma account and provided as a scholarship to our economically backward and academically superior students as a financial support from 2013 onwards. C) NANMA KIT It comprised of text books, instrument box, note books etc to select school in Trivandrum city. These learning kits also provided for those who belong to economically backward students. The amount collected for this project through contribution from teaching faculties and student community without compulsion and is continued from 2014 onwards. D) NANMA SOAP AND LOTION These activities carried out by our institution in collaboration with Gandhi Bhavan, Thiruvananthapuram as a means to develop social service. Here students preparing toilet soaps with different flavors and lotion with the directions and instructions of Gandhi Bhavan. All the prepared materials are sold with moderate price to teaching faculties and students. Certain quantum of products are supplied to Model Boys H.S.S Thycaud with free of cost. The generated money is transferred to Nanma account. E) NANMA SNEHASPARSAM It is an initiative to generate money from the stakeholders to provide financial support to medical treatment. Both public and economically poor students (former and present) from our college were the beneficiaries. F) NANMA RUPEE It is the initiative to generated small amount of money from different way in the form of birthday contribution, any celebration balance amount, personal contribution, cash gift etc. These kind of small savings are put in Nanma Box kept in the Principal's chamber. This generated amount can be used as a scholarship to needy student especially to meet

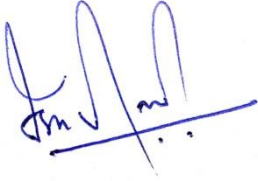| Provide the weblink of the institution |
| --- |
| http://gctetvpm.ac.in/wp-content/uploads/sites/56/2021/08/Institutional-distinctiveness-2016-17.pdf |

8.Future Plans of Actions for Next Academic Year

Solar Power Installation: Solar energy is used as an alternative source of energy in our college. In our institution there are eight Solar panel with the capacity of 250 watts of solar energy generating panels. It consists of four modular batteries for storing solar energy. Total energy gaining through solar panel is 2000 watts. These 2000 watts of solar energy is now utilizing in the Principal's Room and College Library. Our college is a pioneer teacher education in India offering teacher education programme with 11 B.Ed optional subjects, M.Ed programme and Ph.D reserach programme. For satisfying the demand of students energy in terms of continuous power supply is inevitable especially for running administrative block, research and main library, laboratory including science lab, educational technology, psychology and full-fledged computer lab. In order to strengthen the existing power supply system our staff council entrusted Dr. Issac Paul, the IQAC co ordinator to prepare a detailed proposal to use solar

energy resources through KIFB fund allotted by Govt. of Kerala and subsequently submitted a proposal for Solar Power Installation prepared by Agency for Non-conventional Energy and Rural Technology, ANERT), an competitive agency for Govt. of Kerala, approved by the staff council and submitted to the government, (for 20,000 watts solar energy generating panel establishment on 10.10.2017. Image of the estimate of the panel done by ANERT

Signature of the Coordinator, IQAC   *Signature of the Chairperson, IQAC*