

THE ANNUAL QUALITY ASSURANCE REPORT (AQAR) OF THE IQAC
AQAR PERIOD 2015-2016

Part – A

1. Details of the Institution

1.1 Name of the Institution

Govt. College of Teacher Education

1.2 Address Line 1

Thycaud

Address Line 2

Thiruvananthapuram 14

City/Town

Thiruvananthapuram

State

Kerala

Pin Code

695014

Institution e-mail address

gctetvm@gmail.com

Contact Nos.

0471- 2323964/ 9446491439

Name of the Head of the Institution:

Dr. B.Suresh

Tel. No. with STD Code:

0471- 2323964

Mobile:

09447709132

Name of the IQAC Co-ordinator:

Dr. Issac Paul

Mobile:

IQAC e-mail address:

1.3 NAAC Track ID

1.4 NAAC Executive Committee No. & Date:

1.5 Website address:

Web-link of the AQAR:

1.6 Accreditation Details

Sl. No.	Cycle	Grade	CGPA	Year of Accreditation	Validity Period
1	1 st Cycle	B	2.29	2008	5
2	2 nd Cycle	A	3.14	2016	5
3	3 rd Cycle				
4	4 th Cycle				

1.7 Date of Establishment of IQAC

1.8 AQAR for the year :

1.9 Details of the previous year's AQAR submitted to NAAC after the latest Assessment and Accreditation by NAAC

- i. AQAR 2013 -14 ___ 14.09.2015
- ii. AQAR 2014-15 ___ 20.03.2016
- iii. AQAR 2015-16 ___ 26.05.2017

1.10 Institutional Status

University State Central Deemed Private

Affiliated College Yes No

Constituent College Yes No

Autonomous college of UGC Yes No

Regulatory Agency approved Institution Yes No

(eg. AICTE, BCI, MCI, PCI, NCI)

Type of Institution Co-education Men Women

Urban Rural Tribal

Financial Status Grant-in-aid UGC 2(f) UGC 12B

Grant-in-aid + Self Financing Totally Self-financing

1.11 Type of Faculty/Programme

Arts Science Commerce Law PEI (Phys Edu)

TEI (Edu) Engineer Health Science Management

Others (Specify) NIL

1.12 Name of the Affiliating University (*for the Colleges*)

University of Kerala

1.13 Special status conferred by Central/ State Government-- UGC/CSIR/DST/DBT/ICMR etc

Autonomy by State/Central Govt. / University

University with Potential for Excellence	<input type="text" value="Nil"/>	UGC-CPE	<input type="text" value="Nil"/>
DST Star Scheme	<input type="text" value="Nil"/>	UGC-CE	<input type="text" value="Nil"/>
UGC-Special Assistance Programme	<input type="text" value="Nil"/>	DST-FIST	<input type="text" value="Nil"/>
UGC-Innovative PG programmes	<input type="text" value="Nil"/>	Any other (<i>Specify</i>)	<input type="text" value="Nil"/>
UGC-COP Programmes	<input type="text" value="Nil"/>		

2. IQAC Composition and Activities

2.1 No. of Teachers	<input type="text" value="5"/>
2.2 No. of Administrative/Technical staff	<input type="text" value="2"/>
2.3 No. of students	<input type="text" value="2"/>
2.4 No. of Management representatives	<input type="text" value="1"/>
2.5 No. of Alumni	<input type="text" value="2"/>
2.6 No. of any other stakeholder and community representatives	<input type="text" value="2"/>
2.7 No. of Employers/ Industrialists	<input type="text" value="1"/>
2.8 No. of other External Experts	<input type="text" value="2"/>
2.9 Total No. of members	<input type="text" value="17"/>
2.10 No. of IQAC meetings held14.....
2.11 No. of meetings with various stakeholders:	No. <input type="text" value="15"/> Faculty <input type="text" value="7"/>
Non-Teaching Staff Students	<input type="text" value="4"/> Alumni <input type="text" value="2"/> Others <input type="text" value="2"/>
2.12 Has IQAC received any funding from UGC during the year?	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
If yes, mention the amount	<input type="text" value="3,00,000/-"/>

2.13 Seminars and Conferences (only quality related)

(i) No. of Seminars/Conferences/ Workshops/Symposia organized by the IQAC

Total Nos. International National State Institution Level

(ii) Themes

- a. Modern pedagogical practices
- b. E Content development
- c. Innovative Approaches of Curriculum Practices
- d. Blending Techno Pedagogical elements in Curriculum transaction of B.Ed programmes.

2.14 Significant Activities and contributions made by IQAC

- a. Providing guidelines for teachers for transacting revised B.Ed Curriculum in a systematic manner.
- b. Motivating teachers to do action research.
- c. Encouraging faculty members to submit proposals for undertaking various projects /seminars/workshops/conferences etc. to UGC and other agencies.
- d. Organizing programmes for empowering teachers and students.
- e. Providing platform for practising 21st centuries skills to become an effective teacher.
- f. Offering financial supports to conduct various activities in different departments.

2.15 Plan of Action by IQAC/Outcome

The plan of action chalked out by the IQAC in the beginning of the year towards quality enhancement and the outcome achieved by the end of the year . It can be attached as Annexure 1

2.16 Whether the AQAR was placed in statutory body Yes No

Management Syndicate Any other body

Provide the details of the action taken (Attached separately)

Part – B
CRITERION – I
CURRICULAR ASPECTS

Pattern	Number of programmes
Semester	2 (B.Ed & M.Ed)
Trimester	
Annual	1 (Ph.D in Education)

1.1 Details about Academic Programmes

Level of the Programme	Number of existing Programmes	Number of programmes added during the year	Number of self-financing programmes	Number of value added / Career Oriented programmes
Ph.D(Education)	1			
PG	1 (M.Ed)			
UG	1 (B.Ed)			
PG Diploma	-			
Advanced Diploma	-			
Diploma	-			
Certificate	3 Nos • Career guidance • Life skill • Communicative English	<ul style="list-style-type: none"> • Organic farming. • 21st century skills. • Communicative English. • Interior decoration. 		
Others	1 (IGNOU - M.Ed)			
Total	7	4		

Interdisciplinary				
Innovative				

1.2 (i) Flexibility of the Curriculum: CBCS/Core/Elective option / Open options : Core/Elective option

(ii) Pattern of programmes:

1.3 Feedback from stakeholders*Alumni (On all aspects)

Parents

Employers

Students

Mode of feedback :

Online

Manual

Co-operating schools (for PEI)

1.4 Whether there is any revision/update of regulation or syllabi, if yes, mention their salient aspects.

Yes, the B.Ed syllabus is revised.

The salient features are: value oriented, life related, issue based, constructivist, community based, fostering inclusive education, developing concern for the depressed, equipping children with special educational needs (CWSN), promoting educational research, developing administrative skills, practising strategies for networking, training assessment and evaluation, developing accountability & social commitment, developing professional ethics, unconditional social service, technology integrated approaches and developing 21st century skills.

Value oriented:

Value education is a matter of developing appropriate behaviour and habits involving inculcation of certain virtues and habits. As man seems to have compromised on his values, integrity and character, it is the right time to give emphasis on value education. In addition to the topics highlighting the concept of community and community development programmes, community based practicum; community living camps, extension activities, organising activities in collaboration with community such as remedial teaching programmes to Sree Chitra Poor Home and Ananda Nilayam destitute home, exhibition, food fest, etc acts as means to inculcate the spirit of value to a greater extent.

Constructivist approach:

Our institution followed constructivist approach for transacting the present B.Ed and M.Ed curriculum. Group discussion, seminar session, debate, co-operative learning, collaborative learning, reflective exercises etc. as mode of instruction followed in our institution. Conducting small projects and problem based activities also put into practice in our institution. All faculties are acted as facilitator and scaffolder to construction, re construction and de construction of knowledge for our students. Therefore, our instruction called as learner centered education is grounded in a constructive perspective where our teachers centre did their planning, teaching and assessment according to the different capabilities of the students. So, our teachers being the sole instructors, they become collaborators with students in creating knowledge. Practising sessions are provided in tune with the diversified roles of teacher trainees. As a result the teacher trainees become familiarized with their roles.

Constructivist based approach:

Our institution aims to sensitize the learners about the numerous issues faced by our society through the learning material itself. The present curriculum provides chances for the teacher trainees to plan their lessons with a view to address a social issue as far as possible and make the students construct their own knowledge through experience in solving these issues. The present curriculum fosters logical reasoning among students in this way as issue is a topic with no clearly-defined single outcome or answer. weightage has been given in the curriculum for familiarising and expertise the various networking strategies. Every day the B.Ed and M.Ed classes begin with a **THOUGHT FOR THE DAY programme** in which we are discussing various social issues and make effort to conscientize and make solution accordingly. The major issues undertaken is given below:

- Environmental pollution
- Global warming
- Energy conservation
- Water resource management
- Health and hygiene
- Mental health
- Discipline problems of adolescence
- Contagious diseases
- Money management etc













Training in objective evaluation:

In the present curriculum, opportunities are given for objective evaluation- both peer and self evaluation- on the basis of required criteria for each aspect of evaluation. In tune with this, evaluation through Rubrics (preparation and practice), reflective journals, peer review records etc. has been included in the curriculum. Provision for self reflection on teaching performance also makes the curriculum unique. In addition to this our M.Ed curriculum offering one paper as Techniques of evaluation and test construction as an Elective subject provided opportunity to get practical experiences of varied dimensions of evaluation especially for sustaining objectivity. More than that

construction and validation of research tools equip our post graduate students and research scholars to make ample experiences and training in objective evaluation.

 **Inclusive education:**

Both theoretical and practical platforms are provided in the curriculum to remove the misconception of integration and inclusion as synonyms. While integration means including students with special needs along with those without disorders, inclusion demands the presence, participation, acceptance and achievement of those included. In addition to this our psychology department did the following activities exclusively for inclusive education

-  Experiences of visual and Auditory techniques
-  Learning together with Audio visual technology
-  Teaching PWD Act.
-  Inclusive education dimensions both in B.Ed and M.Ed classes.
-  Creating Empathic attitude among students through modes of Curriculum transaction.
-  Social visits to Polio home, Cheshire home, mental home
-  Inclusive experience in teaching ensured while arranging students in practice teaching sessions in Salvation Army H.S.S, Kowdiar & Chinnamma Memorial High School, Poojappura.
-  Offering Psychological facilities like experiments, tests and tools
-  Conducting research studies in inclusive settings
-  Developing research tools for measuring various aspects of inclusive education.

1.5 Any new Department/Centre introduced during the year. If yes, give details.

Nil

CRITERION – II

TEACHING, LEARNING AND EVALUATION

2.1 Total No. of permanent faculty

Total	Asst. Professors	Associate Professors	Professors	Others
16	15	1	0	2

2.2 No. of permanent faculty with Ph.D. 7

2.3 No. of Faculty Positions Recruited (R) and Vacant (V) during the year

Asst. Professors		Associate Professors		Professors		Others		Total	
R	V	R	V	R	V	R	V	R	V
15	4	1	1	0	1	0	0	16	6

2.4 No. of Guest and Visiting faculty and Temporary faculty 3 0 0

2.5 Faculty participation in conferences and symposia:

No. of Faculty	International level	National level	State level
Attended Seminars/	84	153	127
Presented papers	43	53	54
Resource Persons	12	22	29

2.6 Innovative processes adopted by the institution in Teaching and Learning:

ICT enabled class room teaching strategies give opportunities for adopting innovative processes in the teaching-learning processes. A participatory approach for teaching and learning helps for adopting the learner centred approaches. There is a curriculum requirement of conducting an Innovative work by the B.Ed. trainees and a weightage of 10 marks is assigned to them for this activity. M.Ed. students have a curriculum requirement of conducting a piece of research on a topic of their interest and relevant in the context. It gives them an opportunity to

share and use their innovative ideas. A faculty member supervises their research and shares their ideas with them to make the study a perfect and novel one.

2.7 Total No. of actual teaching days during this academic year 92

2.8 Examination/ Evaluation Reforms initiated by the Institution (for example: Open Book Examination, Bar Coding, Double Valuation, Photocopy, Online Multiple Choice Questions)

- Online Assignment submission and on line evaluation
- Incorporate multiple choice items for the evaluation of theory papers
- Continuous evaluation is a part of the evaluation by giving internal marks for each theory and practical paper.
- Assignments, seminars and tests are considered for giving marks or grades for CE.
- Entry and exit behaviours of the students are tested through an objective type test for the B.Ed. and M.Ed. students.

2.9 No. of faculty members involved in curriculum restructuring/revision/syllabus development as member of Board of Study/Faculty/Curriculum Development workshop

4	2	7
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2.10 Average percentage of attendance of students

78

2.11 Course/Programme wise distribution of pass percentage:

Title of the Programme	Total no. of students appeared	Division				
		Distinction %	I %	II %	III %	Pass %
B.Ed.	194	23.01%	75.02%	0	0	98%
M.Ed.	25	8%	88%	-	-	96%
Ph.D.						

(No. of students registered for Ph.D. is: Part time: 45 & Full time:26 , 3 Ph. D awarded and 2 students submitted)

2.12 How does IQAC Contribute/Monitor/Evaluate the Teaching & Learning processes :

Through review and planning meetings regularly once in a month.

2.13 Initiatives undertaken towards faculty development: 9

Faculty / Staff Development Programmes	Number of faculty benefitted
Refresher courses	4
UGC – Faculty Improvement Programme	3
HRD programmes	1
Orientation programmes	1
Faculty exchange programme	14
Staff training conducted by the university	16
Staff training conducted by other institutions	5
Summer / Winter schools, Workshops, etc.	2
Others	0

2.14 Details of Administrative and Technical staff

Category	Number of Permanent Employees	Number of Vacant Positions	Number of permanent positions filled during the Year	Number of positions filled temporarily
Administrative Staff	22	0	0	4
Technical Staff	0	0	0	0

CRITERION – III

RESEARCH, CONSULTANCY AND EXTENSION

3.1 Initiatives of the IQAC in Sensitizing/Promoting Research Climate in the institution

IQAC has provided a platform for sensitizing and promoting research climate in the institution by co-ordinating and organising various seminars, colloquiums and research workshops. IQAC has also contributed in assisting resource support and financial support in carrying out action researches. Provides opportunity to our research scholars to attend seminars/workshops/conferences organized by other external agencies like UGC, KSSSTE, Govt. Of Kerala etc and present papers accordingly. IQAC cell also initiated to organize research guides inter phase meeting and research based classroom experiences for course work completion. Also provides facilities like wi-fi connectivity, new arrivals of research based books etc.

3.2 Details regarding major projects.

	Completed	Ongoing	Sanctioned	Submitted
Number	-	1	1	-
Outlay in Rs. Lakhs	-	7,74,000/-	7,74,000/-	-

3.3 Details regarding minor projects

	Completed	Ongoing	Sanctioned	Submitted
Number	4	1	5	4
Outlay in Rs. Lakhs	5,84,000/-	-	5,84,000/-	-

3.4 Details on research publications

	International	National	Others
Peer Review Journals	-	1	-
Non-Peer Review Journals	-	-	-
e-Journals	-	-	-
Conference proceedings	2	2	1

3.5 Details on Impact factor of publications: GCTE Journal of Research and Extension in Education

Range Average h-index Nos. in SCOPUS

3.6 Research funds sanctioned and received from various funding agencies, industry and other organisations

Nature of the Project	Duration Year	Name of the funding Agency	Total grant sanctioned	Received
Major projects	2	UGC	7,56,000	NIL
Minor Projects	1	UGC -2	5,84,000	5,84,000
	2	CeDS -1		
Interdisciplinary Projects				
Industry sponsored				
Projects sponsored by the University/ College				
Students research projects <i>(other than compulsory by the University)</i>				
Any other(Specify)	1	CACEE	65,000	
Total			14,05,000	

5 Nos

3.7 No. of books published i) With ISBN No.

8

Chapters in Edited Books

18

ii) Without ISBN No.

12

3.8 No. of University Departments receiving funds from

UGC-SAP

CAS

DST-FIST

DPE

DBT Scheme/funds

3.9 For colleges

Autonomy

CPE

DBT Star Scheme

INSPIRE

CE

Any Other (specify)

3.10 Revenue generated through consultancy

Nil

3.11 No. of conferences organized by the Institution

Total	International	National	State	University	Dist	College
1	-	1	-	-	-	-

Types	International	National	State	University	College
No	2	3	3	7	2
Sponsoring agencies	IQAC KSCSTE	IQAC KSCSTE	UGC IQAC CTE	Kerala university & IQAC	IQAC

3.12 No. of faculty served as experts, chairpersons or resource persons

3.13 No. of collaborations International National Any other

Type of Patent		Number
National	Applied	Nil
	Granted	Nil
International	Applied	Nil
	Granted	Nil
Commercialised	Applied	Nil
	Granted	Nil

3.14 No. of linkages created during this year

3.15 Total budget for research for current year in lakhs:

From funding agency From Management of University/College

Total

3.16 No. of patents received this year

3.17 No. Of research awards/ recognitions received by faculty and research fellows of the institute in the year.

One; Recommended by UGC

3.18 No. of faculty from the Institution who are Ph. D. Guides

and students registered under them

3.19 No. of Ph.D. awarded by faculty from the Institution

3.20 No. of Research scholars receiving the Fellowships (Newly enrolled + existing ones)

JRF SRF Project Fellows Any other

3.21 No. of students Participated in NSS events:

University level State level
National level International level

3.22 No. of students participated in NCC events:

University level State level
National level International level

3.23 No. of Awards won in NSS:

University level State level
National level International level

3.24 No. of Awards won in NCC:

University level State level
National level International level

3.25 No. of Extension activities organized

University forum College forum
NCC NSS Any other

3.26 Major Activities during the year in the sphere of extension activities and Institutional Social Responsibility

Extension Activities

- Research forum constituted by the institution motivated the researchers to make genuine contributions including preparation of research tools.

- The institution provides room for conducting various seminars/workshop by the institution, its sister concerns and other professional organisations like CTE (Council for Teacher Educators), CACEE etc.
- Almost all faculty members of the college provide resource support to various research projects initiated by agencies of education like NCERT, RIE, SCERT, DIET, SSA, SIEMAT-Kerala, SRC, IMG etc.
- Almost all faculty members of the college provide resource support to various activities including question paper setting, curriculum designing, textbook preparation, preparation of other instructional materials including e-content initiated by agencies of education like SCERT, DIET, SIEMAT-Kerala, SRC, IMG, IGNOU, CACEE etc. and NCTE.
- Faculty members provide resource support to the agencies of education like DIET, SSA as members of Programme Advisory Committee and Research Advisory Committee.
- Faculty members and students under the guidance of faculty members have carried out action researches in different areas.
- The institution provides reference facilities- library books, research journals, dissertations and model lessons including video lessons -to neighbouring institutions as well as for students in education.
- Hands own experience on computer training to students.
- All faculty members attended programmes for development of instructional materials and curriculum designing: UG and PG level.
- The students of the institution have visited various social institutions as curriculum requirement. Important among them are mental hospitals, old age homes, poor homes etc.
- The institution has initiated many community projects-ward surveys, wards adoption, school adoption etc and also carried out major and minor research projects based on drug abuse, public health, development of training strategies etc.
- Faculty members have exchanged their ideas and thoughts by publishing articles in research journals and in published books.
- The institution has provided its infrastructure facilities and human resource support to IGNOU. The institution is serving as a study centre of IGNOU for the M.Ed course.
- Another important service rendered by the Faculty members in the Dept of Educational Psychology in the college is providing guidance and counselling service, to the students in the near - by schools.

CRITERION – IV
INFRASTRUCTURE AND LEARNING RESOURCES

4.1 Details of increase in infrastructure facilities:

Facilities	Existing	Newly created	Source of Fund	Total
Campus area	8.6Acr			8.6Acr
Class rooms	10	3	PTA	13
Laboratories	6	Updated-1		6
Seminar Halls	2			2
No. of important equipments purchased (\geq 1-0 lakh) during the current year. (LCD Projectors, Handicam, Digitalcamera, Public address system, Laser printers, Inverter etc)		20	UGC& Plan fund of Kerala Govt	
Value of the equipment purchased during the year (Rs. in Lakhs)			5.6 lakhs	
Others		Drinking water facility	PTA	

4.2 Computerization of administration and library.

Profiles of faculty, staff and student teachers are prepared & stored in office. Admission procedures, Exam details, result etc are informed through online and such facilities are available in college website and office. Digitisation of library is done. Introduced bio metric attendance monitoring system for all staff members of the college and for the teacher trainees.

4.3 Library services:

	Existing		Newly added		Total	
	No.	Value	No.	Value	No.	Value
Text Books	6832		200	60660	7032	
Reference Books	580		54	18432	634	
e-Books						
Journals	6		17	18473	23	
back volumes of journals	584		100			
Digital Database			8000 books	1.5 lakhs	8000	
CD & Video	100					
Others (specify)magazines/ books	19543		1230	90494		

4.4 Technology up gradation (overall)

	Total Computers	Computer Labs	Internet	Browsing Centres	Computer Centres	Office	Departments	Others
Existing	25	1	2	2	7	1	7	
Added	46	1(Updated)	6 + wifi	4	6	1	1	
Total	71	2	8+wifi	6	13	2	8	

4.5 Computer, Internet access, training to teachers and students and any other programme for technology up gradation (Networking, e-Governance etc.)

An upgraded and well equipped computer cum language lab is functioning in the College with internet connectivity in all computers through LAN. Wi-Fi system is also provided. IT orientation programmes for teacher educators are conducted in the lab. Research scholars, B.Ed. & M.Ed students are utilising the lab and library for browsing. As part of e-governance, admission, exam procedures, results and various govt. Scholarships are provided through online and facilities for the purpose are available in the college. Our library Cataloguing is also digitized.

- ❖ IQAC cell was formed in this college during the year 2009-10. IQAC co-ordinator was selected from the staff members and was entrusted to co-ordinate the activities of the college to ensure internal quality enhancement.
- ❖ The IQAC Cell ensured timely, efficient and progressive performance of academic, administrative and financial tasks. Integration of modern methods of teaching - learning and evaluation ensured the adequacy, maintenance and functioning of the support structure. The organized awareness classes and expert talk for teachers to make them aware of the student support services.
- ❖ The cell also co-ordinate the activities of various departments and clubs for the enhancement of student support services and motivate the activities of various clubs, helped in decision making and integrated activities of the college.

4.6 Amount spent on maintenance in lakhs:

i) ICT	0.75
ii) Campus Infrastructure and facilities	1.5
iii) Equipments	1.5
iv) Others	-----
Total :	3.75

CRITERION – V

STUDENT SUPPORT AND PROGRESSION

5.1 Contribution of IQAC in enhancing awareness about Student Support Services

- Monitoring of student progress is a practice that helps teachers in using student performance continually, evaluate the effectiveness of their teaching and make improvements in teaching - learning strategies.
- To implement student progress monitoring, the teacher determines a student's current performance level and identifies achievement goals that the student needs to reach by the end of the year. The rate of progress of the students to meet those goals is monitored.
- The teacher then measures the student's academic progress regularly by using different assessment tools.
- To understand the entry behaviour of students a test was conducted every year based on pre requisite knowledge and teaching aptitude of students.
- Internal as well as external examinations are conducted to evaluate their progress during and after the course.
- Formative assessments like informal questioning and class tests are also conducted by the teachers to assess student progress while teaching.
- Results of Model examinations and first semester examination are discussed and measures are taken for improvement.
- Online evaluation was also conducted by each optional teacher to assess student progress.
- Alumni and PTA of the college also take initiatives to evaluate the progress of students and organize functions to encourage winners and rank holders.
- Meritorious students are honoured during college day. Scholarships are awarded for those who deserve to give them motivation.
- In addition to this, campus placement is offered to our students under placement cell.

Last Year						This Year					
General	SC	ST	OBC	Physically Challenged	Total	General	SC	ST	OBC	Physically Challenged	Total
127	20	1	77	2	225	128	24	3	81	2	236

5.3 (a) Total Number of students

UG	PG	Ph. D.	Others
200	25	75	Nil

(b) No. of students outside the state

Nil

(c) No. of international students

Nil

Demand ratio

Dropout %

0.02 %

5.4 Details of student support mechanism for coaching for competitive examinations (If any)

- a. Teachers take care to discuss points and questions for various competitive examinations like SET, NET, K-TET and PSC examinations.
- b. Information about NET, SET, KTET, CTET syllabus and examination is given to the teacher trainees.
- c. After the regular classes and during holidays some of our faculty members conduct coaching classes for interested students.
- d. Reference books are made available in the library. Question papers of previous examinations are provided for further practice and discussion.
- e. In addition to that expert talk and career counselling as well as Spoken English classes are organized by the institution to prepare the students to face competitive examinations.
- f. The Quiz competitions conducted by various subject associations enable the students to compete in selection tests like KPSC, UPSC exams.
- g. Last year 7 students from our college cleared NET, 45 students cleared SET and 65 students cleared K TET.
- h. Economically backward students are identified by the teacher educators and are given special coaching to face different competitive examinations.

No. of students beneficiaries

50

5.5 No. of students qualified in these examinations

NET	7	SET/SLET	45	GATE	Nil	CAT	Nil
IAS/IPS etc	Nil	State PSC	5	UPSC	3	Others	Nil

5.6 Details of student counselling and career guidance

Student counselling cell functions very well in our college. Career guidance and counselling cell was inaugurated by Smt. Lida Jacob IAS. Two days National Seminar with UGC assistance was conducted. The sessions handled current topics like, Right to education; Know your child, Know yourself, Communication skills etc. Eminent personalities like Dr. Lida Jacob IAS(Former DPI), Dr. Snehalatha(Former ADPI), Dr. Madhu Menon(Psychologist), Smt. Sandhya IPS etc led discussions and clarified student's doubts. In addition to the services of counselling cell, personal guidance and counselling was rendered by expert teachers in our Psychology Department for our students as well as stake holders.

No. of students benefitted

226

5.7 Details of campus placement

<i>On campus</i>			<i>Off Campus</i>
Number of Organizations Visited	Number of Students Participated	Number of Students Placed	Number of Students Placed
10	70	10	25

Placement cell was constituted in our college which offers help for our students to get placement in India and abroad. College is in touch with different schools and colleges and other agencies to conduct interviews and to recruit teachers. We receive letters from various letters to recruit teachers and the placement cell informs students about the selection procedures and arranges campus recruitment. College take care to maintain good relation with practice teaching schools and situations are properly managed to recruit our students to those schools after they complete their studies.

5.8 Details of gender sensitization programmes

- Every year our college organized variety of programmes and activities under various clubs and association with an intention to make gender sensitization.
- As far as possible students are authorized to take leadership for certain activities in the college.
- Under the programme of women cell seminars and brain storming activities to discuss various issues associated with sexual harassment of women.
- We organized a talk by Justice D. Sreedevi by conscientizing our girl students about the specific provisions and rights specified in our constitution.
- Our syllabus had provision for ways and means for gender sensitization and curriculum should be transacted through paper presentation and open forum discussion.
- Thought for the Day programme also include the various issues associated with gender sensitization and try to discuss remedies to tackle these issues.
- Motivated our male students and tried a lot to propagate against the addiction of drugs among youth through poster presentation, debates, short film creation etc. A short film on “OBSERVER” as a means through conscientizing adolescents against drug abuse developed by boys in commerce optional under the directions of commerce optional teacher.
- Conducted a seminar on “Creating awareness on reproductive and sexual health for women”.

In addition to this, Women cell in association with gender sensitization committee organized orientation programmes for the students against sexual harassment. To mark the Women’s Day, a seminar was organized by the Women cell on 8th of March 2012 in our college in collaboration with Kasthurba Vanitha Vedi, Kerala Gandhismarakanisdhi. The main speakers were Prof (Dr) N.Radhakrishnan, Chairman Indian Council of Gandhian studies and Prof (Dr). V.P.Vanajakumari, Associate Professor, Department of Psychology MG College, Thiruvananthapuram. The seminar discussed cruelty and harassment against women and gave awareness for women students for self protection. Women cell also organized legal awareness classes led by Chairperson, State Women Cell Chairperson Justice D. Sreedevi to make students aware about the legal rights for women students against sexual and other types of harassments. Grievance cell and anti ragging cell in our college take care to redress problems of all students.

5.9 Student's Activities

5.9.1 No. of students participated in Sports, Games and other events

State/ University level National level International level

No. of students participated in cultural events

State/ University level National level International level

5.9.2 No. of medals /awards won by students in Sports, Games and other events

Sports: State/ University level National level International level

Cultural: State/ University level National level International level

5.10 Scholarships and Financial Support

	Number of Students	Amount
Financial support from institution	5	2500
Financial support from government	38	-
Financial support from other sources	10	-
Number of students who received International/ National recognitions	Nil	-

5.11 Student organised / initiatives

Fairs : State/ University level National level International level

Exhibition: State/ University level National level International level

5.12 No. of social initiatives undertaken by the students

5.13 Major grievances of students (if any) redressed:

- The students demand the need for sufficient drinking water facilities in the college premises and reported through the grievance redressal mechanism. The staff council took an initiative to consider their grievance and took necessary steps to provide both cold and hot water facilities throughout the working hours of the college with the support of PTA.

- The grievances of our full time research scholars with regard to the duration of working hours within the institution, discussed in the research committee and taken in to consideration of the practical difficulties. A feasible time schedule is suggested and finalized accordingly.
- For solving the attendance related issues, our staff council decided to arrange centralized attendance monitoring mechanisms to all students of B.Ed and M.Ed courses.

CRITERION – VI

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 State the Vision and Mission of the institution

Vision: Elevating the institution to the status of ‘Centre of excellence in education’

Mission:

1. Function as a model teacher education institution in region.
2. Provide academic environment conducive for teaching, learning, research, extension and consultancy.
3. Develop relevant teacher competencies and proper commitment among prospective teachers to maximise their professional performance.
4. Promote quality enhancement in education by organising seminars, workshops, conferences, publications and exhibitions.
5. Serve the community by means of extension and consultancy activities, dissemination of research findings and sharing of resources.
6. Form a cluster of teacher education institutions for integrating educational activities in the region.
7. Develop a value system among the teaching community based on culture of the nation, democracy and socialism.

6.2 Does the Institution has a management Information System

No.

6.3 Quality improvement strategies adopted by the institution for each of the following:

6.3.1 Curriculum Development

- Faculty members participated in workshops for the revision of
 - B.Ed, M.Ed and Ph.D course work curriculum of University of Kerala
 - General education, Govt of Kerala
- Faculty members organised orientation programmes/Workshops/Seminars on revised Curriculum for the different subjects.
- Faculty members attended and presented papers in International and national seminars/conferences organized by other Teacher Education Institutions.
- Faculty members took initiatives for the designs for innovative lesson templates for effective curriculum transaction.
- Develop varied models of teaching lesson designs.
- Construct various psychological tools and implement to measure/identify various need of students (secondary, higher secondary or college level).
- Faculty members acted as members of Board of Studies (UG &PG Board) in Kerala and other universities presented in Kerala.
- Conducted In-Service Courses for High School & Higher Secondary School Teachers in various subjects from three southern districts of Kerala.
- Using ICT in teaching-learning.
- Using Interactive Boards, LCD projector, PPT in teaching-learning.
- Conducted Micro-teaching for improving teaching skills among trainees.
- Conducted National and International seminars to student teachers.
- Motivating student teachers to participate in various competitions carried out at college, intercollegiate and University level.
- Arranging expert talks in subjects and value education.
- Conducting workshops for communicative English/life skills development.
- Faculty members acted as Research Advisory Committee members in Sarva Shiksha

6.3.2 Examination and Evaluation

The following means followed to assess the ongoing progress of students in the instructional practices.

- Practicing Micro-Teaching by assessing their teaching skill improvement through Observation Schedule and video analysis
- Assessing teaching progress through Criticism classes
- Seminars, Project reports, problem based studies/case studies.
- Internal Assessment –Continuous and Comprehensive Evaluation for international assessment and External examination for both theory & Practical.
- Online assessment of students through online Assignments, power point presentations, Innovative works of student teachers, preparation of instructional aids and materials etc.

6.3.3 Library, ICT and physical infrastructure / instrumentation

- Completed automation of general library.
- Provided sufficient number of books on B.Ed, M.Ed & Research scholars.
- Computer Laboratory with internet facility, printer, copier & scanner.
- Subject wise Library.
- Subject wise Laboratory for Mathematics, Physical Science, Natural Science & Geography.

6.3.4 Research and Development

- Organised Work shop on research methodology.
- Organised seminars on research.
- Conducted research colloquium for reviewing the status of research work carried out by the research scholars and giving suggestions.
- Conducted meetings of research guides for reviewing and discussing certain issues relating to the smooth conduct of the research centre.
- Publishing Research Journal half yearly.
- Publishing Research Abstract yearly.
- Conducting frequent meetings of research scholars.
- Provided research room with books, journals, dissertation, internet facilities & printer.
- Arranging expert talks for all the courses.

- Monthly talk series for the research scholars is being conducted.
- Permitting research students to attend courses organized by Academic Staff College and other agencies.
- Promoting research scholars to attend various seminars to present papers and published in approved journals.





6.3.5 Human Resource Management

- Organising expert talks.
- Honouring the faculty members who got Ph.D.
- Permitting part-time and full-time research.
- Permitting to attend Refresher & Orientation Programmes.
- Motivating teachers to present papers and published in journal (national, international etc.)
- Equipping teaching faculties as resource persons to various seminars/workshops/conferences etc.
- Providing flexibility to do major and minor projects with facilities.
- Providing resource support to General Education Department both High school & Higher secondary, Kerala.
- Faculty members participated and provide support in various programmes organized by
 - Pareeksha Bhavan, Kerala
 - SCERT
 - SIEMAT
 - State Resource Centre (SRC), Kerala
 - NCERT,NCTE, DIET, DPI
 - Academic Staff College (ASC), Kerala.
 - Civil Service Academy
 - University of Kerala, Various other Universities in Kerala.
 - Centre for Adult, Continuing Education and Extension(CACEE) , University of Kerala
 - Kerala State Council for Science and Environment.
 - Kerala Public Service Commission.
 - Ayurvedic Medical College, Parasinikkadavu, Kerala.
 - Kerala State Literacy Mission Association (KSLMA)
 - Institute of Management in Government (IMG).

6.3.6 Faculty and Staff Recruitment

- The recruitment of staff is done by Kerala Public Service Commission as the vacancies are reported by (both teaching and non teaching staff) the Collegiate education Department.
- Guest lectures by the Head of the Institution accompanied with experts.
- Supporting staff like sweepers, peons, watch man etc are recruited temporarily through employment exchange also.

6.3.7 Industry Interaction / Collaboration

-  Our college had **interaction and collaboration with Gandhi Smaraka Nidhi, Thycaud, Thiruvananthapuram** to conduct various exchange programmes like seminars, workshop, life skills training programmes, SUPW activities, enrichment activities for academically backward schools etc.
-  Programmes conducted in collaboration with University of Kerala at the time of reification of revised B.Ed curriculum 2013-14 in the form of an open forum discussion.
-  Academic interaction established with **Ananda Nilayam, Manacaud, Thiruvananthapuram** an orphanage in the form of free tuition and creation of academic circles.
-  Collaborated with **Sree Chitra Poor Home, Thiruvananthapuram** by providing remedial teaching programmes and activities and examination preparation activities.

6.3.7 Admission of Students

- Merit basis as per Govt. And University Norms.(B.Ed)
- University rank list based on an entrance test for the rank M.Ed course and strictly following Govt. norms.
- University norms for research scholars(Full time and Part time)
- Centralised allotment with single window system monitored by Directorate of collegiate education for the admission of B.Ed students.
- Special allotments based on community, caste & Disabled persons as per Govt. norms.
- Departmental quota allotment by the Director of Public Instruction based on the norms as their seniority.

6.4 Welfare schemes for teaching and Non-teaching staffs

- Staff Quarters

6.5 Total corpus fund generated

4, 20,000/-

6.6 Whether annual financial audit has been done

Yes

No

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

Audit Type	External		Internal	
	Yes/No	Agency	Yes/No	Authority
Academic	√	University of Kerala	√	Principal
Administrative	√	Department of collegiate education, AG of Kerala.	√	Annual Stock verified by faculty members

6.8 Does the University/ Autonomous College declare results within 30 days?

For UG Programmes

Yes

No

For PG Programmes

Yes

No

6.9 What efforts are made by the University/ Autonomous College for Examination Reforms?

- CCE
- Self reflection / evaluation
- Peer evaluation
- Implementing Grading system
- Written & practical Examination conducted by University of Kerala.

6.10 What efforts are made by the University to promote autonomy in the affiliated/constituent colleges?

University regularly initiated meetings and seminars for Principals of affiliated colleges to promote autonomy of colleges by satisfying the demands of UGC. As an

initial step university provide all necessary support to get accreditation given by NAAC. For this purpose, university motivate affiliated colleges to conduct various programmes to maintain their quality by elevating the status of autonomy. For the research scholars having JRF and SRF, university provides departmental assistance fund annually. University directs the college to follow an academic calendar for B.Ed and M.Ed course so as to help the students and teachers in the academic scheduling of the institution.

6.11 Activities and support from the Alumni Association

- Providing Scholarship for the needy student teachers.
- Providing economic support for medical treatment to the needy student teachers/resource support

6.12 Activities and support from the Parent – Teacher Association

PTA is an agency which addresses almost all requirements of the college when required. Major items in this regard are:

- Honouring faculty member's achievements.
- Economic support for conducting community living camp.
- Local maintenance of College buildings, repairing electronic equipments, plumping etc.
- Maintaining & repairing both Men's & Women's hostel.
- Arranging drinking water facilities by placing water filter with normal, cold & hot water option for student trainees and all staff members.
- Cleaning the surrounding of both college & hostel surroundings.
- Minor works of Staff quarters.
- Purchase of Furniture like chairs in UGC hall
- Repairs and maintenance of furniture and equipments

6.13 Development programmes for support staff

- Honouring faculty member's achievements like Ph.D.
- Providing facility for students and teachers in doing part-time and full-time research.
- Permitting to attend Refresher & Orientation Programmes conducted by Academic Staff Colleges and other colleges..
- Conducting seminars, expert talks, workshops, etc.
- Permitting non teaching staff to attend training programmes of administrative matters, e tender, e governance etc. conducted by Directorate of Collegiate Education (DCE) and Institute of Management in Government(IMG).

6.14 Initiatives taken by the institution to make the campus eco-friendly

- Planting seedlings in the surroundings as part of Environmental day activities.
- Awareness talks and seminars/presentations to protect nature.
- Potted plants maintained in the college verandas.
- Eco club activities conducted seminars and open forum discussions
- Providing facility of using incinerator in the lady's toilet

CRITERION – VII

INNOVATIONS AND BEST PRACTICES

- 7.1 Innovations introduced during this academic year which have created a positive impact on the functioning of the institution. Give details.

This institution tried to develop the ongoing activities and adopted number of innovative practices in both the academic and non academic realm. All programmes designed with an intention to acquire varied dimensions of educational goals and objectives, and thereby attaining our mission to a greater extent. In the academic year 2012- 13, number of innovations were put in to practice and the most prominent are described below:

A. DRUG ADDICTION AWARENESS CAMPAIGN

In the last academic year our college conducted an intensive awareness campaign against various threats of using drugs and its subsequent consequences. This campaign conducted with the following prime objectives by followed a sequence of four phases.

Objectives of the practice

- a. To find out the extent of awareness with regard to drug addiction among adolescents
- b. To develop strategies for conscientizing adolescents against drug abuse addiction
- c. To implement the strategies in select schools of Thiruvananthapuram district
- d. To evaluate the effectiveness of the strategies

Phases of the Campaign

a. Induction Phase:

In the induction phase, we collected the present status of adolescents about the extent of awareness regarding the consequences of drugs both theoretical and practical dimensions. For this purpose, a questionnaire was developed and administered to a selected sample of higher secondary school students.

b. Development Phase:

The development phase mainly focussed to develop various strategies and programmes for conscientizing the select targets against drug abuse and addiction. This phase consisted of

- Development of a short film “ Puff ‘N Peg
- Seminars and Invited talks
- Exhibitions

➤ Poster presentation

c. Experimental Phase:

In the third phase of the campaign the developed programmes and strategies and were experimented in the target group in select schools of Thiruvananthapuram dist.

d. Evaluation Phase:

Evaluation phase focused on testing the effectiveness of the campaign by using appropriate techniques.

B. 'NANMA' PROJECT

'Nanma' project is an initiative of our college to ensure commitment, service to humanity, self help to mutual help and we feeling among the college community. This venture is purely an extension programme of our college to give each one as a scaffolder by providing both monetary and non monetary supports without any external compulsion.

Objectives

The prime objective is as follows:

- To develop a sense of responsibility and ensure equality
- To generate humanity among prospective teachers
- To create co-operation and fellow feeling
- To build social values and culture among students.

This project is an ongoing and unique innovative practices categorized in the following heads:

- ❖ Scholarships for poor students those who do not get any other financial aids for educational purpose from any other agency
- ❖ Uniform and study materials for our laboratory school students from the monetary benefit in the project
- ❖ Conduct food fest and generate money and contribute the amount in Nanma project etc.
- ❖ Sponsoring chairs to Govt. Mental Hospital, Peroorkada
- ❖ Financial aid to Polio Home, L.M.S. Compound, Palayam & Cheshire Home
- ❖ Free tuition for inmates of Sree Chitra Poor Home and Ananda Nilayam.

C. STRATEGIES FOR EFFECTIVE CLASSROOM MANAGEMENT.

Objectives

1. To develop an observation schedule for finding out the levels of classroom managerial skills of student teachers in Mathematics of Kerala state
2. To study the levels of classroom managerial skills of student teachers in Mathematics
3. To compare the classroom managerial skills of Female and Male student teachers in Mathematics
4. To collect the responses of teacher educators and other experts for developing effective classroom managerial skills in the student teachers in Mathematics
5. To identify strategies for enhancing managerial skills among the student teachers in Mathematics

The following strategies for developing effective class room managerial skills among student teachers in Mathematics are emerged out of the study:

- Take classroom activities as a concerted effort.
- Set certain limits for each and every activity in the classroom.
- Give maximum freedom with conditions.
- Flexible self regulated conditions in the execution of classroom activities.
- Set certain general norms for the class room interaction.
- In order to maintain good working relationships with the students that we teach, we need to be able to demonstrate patience.
- Effective classroom management takes determination. We need to be determined to establish our authority in the classroom at any cost.
- Set certain rules. Be prompt, be prepared, be polite, be respectful and be productive are certain examples of classroom rules.
- *Be consistent in our classes.* If we are not consistent in our classrooms, we will find it very hard to achieve effective classroom management.
- Make the students aware of their rights. The rights like, the right to learn, the right to be heard, the right to be helped, the right to be safe, the right to be considered, the right to be treated respectfully may be discussed with the students occasionally.
- Establish a good relationship with the students. The relationship between the teacher and the students is the most important element of a successful class room.
- Encourage the students for their desired behaviors and responses in the class.

- Provide an appropriate physical environment. An effective room arrangement also is essential to classroom management because it eliminates possible distractions and minimizes opportunities for students to disrupt others.

D. DEVELOPMENT OF SUBJECT BASED DICTIONARY FOR HIGH SCHOOL STUDENTS – SOCIAL SCIENCE II TEXT BOOK

During the academic year, our teacher educands under the instruction of teacher – in-charges developed a dictionary for high school students exclusively by covering all units of social science high school text book (SCERT Syllabus, Govt. of Kerala). It comprised of both hard copy and soft copy. It is a rich resource document that helped our teacher educands at the time of their intensive teaching practice session. It served as a reference material for all the social science teachers as well as the students.

E. DEVELOPMENT OF COMPUTER ASSISTED PROBLEM BASED PROJECTS FOR DEVELOPING THINKING SKILLS AMONG STUDENTS AT SECONDARY LEVEL.

- 7.2 Provide the **Action Taken Report (ATR)** based on the plan of action decided upon at the beginning of the year.

In the beginning of every year our college developed a plan of action that helps to organize all activities both curricular and co- curricular in a systematic and structured manner.

Based on the academic calendar 2012-2013, our college undergone most of the activities scheduled in each month.

In addition to this number of additional programmes were organized by our institution by incorporating all the students of B.Ed, M.Ed and research scholars.

7.3 Give two Best Practices of the institution

There are many 'Best Practices' in our institution for equipping our students for ensuring students' whole some personality development thereby attaining the goals of education. Here we are specified our two validated 'Best Practices' and provide details on them in the format given below.

BEST PRACTICE 1:

1. Title of the practice:

Empowerment of prospective teacher educands

2. The context that required initiation of the practice

Due to the advent of information and communication technology, educational practices have undergone tremendous changes throughout the world. In recent years the pace of change has become very rapid in certain areas and our education system has struggled to implement the changes to keep in pace with the situation. Today, for meeting the challenges in our society a skilled populace with educational excellence is inevitable. Therefore educating a teacher for the global learner must be the main focus of teacher education. In order to compete the teachers to satisfy the demands of competitive world, our institution make number of creative and constructive practices to empowering our prospective teachers. It is this way to empower and provided an opportunity enable our students to collaborate and share experiences, developing values, taking challenges, decision making, and problem solving skills.

3. Objectives of the practice

- a. To empower prospective teacher educands by addressing social issues in systematic manners.
- b. To equip teacher educands in developing social commitment, value inculcation etc.

4. The Practice

- **Empowerment of prospective teacher educands:**

The institution organized number of innovative empowerment programmes for teacher educands that surely help them to generate an outlook about various social, cultural, political, economical and personal aspects that reflected both their personal life and their future ventures. It comprised of

- a. **Value clarification exercises:**

Organized expert's talks and provided opportunity to teachers and students to express their ideas associated with varied dimensions of inculcating values. Invited speakers like Swami Atmaswaroopanada, Rev. Fr. Cyriac Vechikarottu, Imam Jamaludheen Mangada, Officials from Gandhi Smaraka Nidhi etc gave thought provoking lectures and discussions that prompt our value system. In addition to this we sent our students to attended programmes conducted by Gandhi Smaraka Nidhi, Thiruvananthapuram and other Television channels arranged such exercises and debates.

b. Women empowerment programmes:

For empowering our teachers by reducing gender disparities, our institution conducted seminars and talks of eminent personalities like Sandhya IPS, Dr. Vanaja (Associate Professor, M.G.College, Thiruvananthapuram) etc during this year.

c. Addressing cyber crimes, sex related issues and women harassment:

Our teachers and selected female students attended seminars conducted by City police commissioner that got awareness and addressing cyber related crimes, sex related issues and women harassment. One of the faculty member attended an orientation programme on cyber crime issue and allied matters.

d. Empowerment through creative thoughts:

Thought for the day and 'Dinavrithantham' is our routine practices conducted every morning through which we provided opportunities to get awareness about varied issues related with personal, social, cultural, economical etc. and got a reflection about how to face these problems by generating better solutions. The classroom strategies include seminars, debates and discussions which will give opportunity for the student teachers in creative thinking.

5. Obstacles faced if any and strategies adopted to overcome them

Our institution provided maximum opportunities to empowering our teacher educands in varied dimensions of the outcomes of education with in the short duration of the course. But continuous follow up and feedback mechanism is an obstacle of such programme. Regular interactions and involvement of faculties is mainly used for overcome the difficulties and as an alternative strategy in many situations.

6. Impact of the practice

The ongoing process of varied empowered experiences surely moulds our young prospective teacher community that reflect to attain the competencies and skills as:

- Imbibing cultural heritage of our society
- Emotional safety and emotional strength
- Developing social obligations
- Developing self motivation
- Generate decision making power
- Solving problems systematically
- Create confidence and will power
- Awareness about one's own duties and responsibilities
- Maintaining good discipline
- Developing good work culture

7. Resources required

All our available local and societal resources are effectively utilized for attaining such empowering practices for training or educating student teachers. Our institution with its 104 years of long experiences uphold a good position, traditions, cultures, values, systems etc with ample resources (physical, financial and human resources). All resources available in the institution can be accessed to our students at any time in proper manner. All our faculties are resource persons of various academic and non academic areas and they provide their service in different sectors of education department in the state .

BEST PRACTICE 2:

1. Title of the practice: Outcome Generated Exercises.

2. The context that required initiation of the practice

To attain the mission of our college by developing professionally competent and humane teachers is the title theme of National Curriculum Framework for teacher education 2009, we did number of practices for our students. These practices are designed with an intention to build capacities in the teacher to construct knowledge, to deal with different contexts and to develop the abilities to discern and judge in moments of uncertainty and fluidity, characteristics teaching learning environment. The teacher education has to function under a global canvas created by the concepts of 'learning society' and 'learning to learn'. With a view to developing reflective teachers with positive attitudes, values and perspectives locally and globally we offered many outcome generated exercises that helped them a lot to care and concern of nature and environment, maintain balanced personality, seek knowledge, own responsibility towards society, work to build a new world and to have finer human sensibilities.

3. Objectives of the practice

- a. To equip them to acquire various life skills to cope with life successfully.
- b. To develop a sound mind through physical exercises
- c. To create self confidence and motivation through effective mentoring
- d. To generate leadership styles and qualities
- e. To imbibe social commitment and social obligation by involved in blood donation forum
- f. To offer better career opportunities through organizing placement cell
- g. To be acquaint with using waste materials to create eco-friendly teaching aids

4. The Practice

a. Life skill training

Our institution conducted a life skill training programme for teacher educands and research scholars in collaboration with continuing education cell of University of Kerala, Thiruvananthapuram. This training programme helped them to develop various life coping skills and thereby led a successful professional experience.

b. Physical fitness practices

We have arranged physical fitness exercises under the guidance of Physical Education Department. Our college opened a Human Performance Lab that focused to develop a sound body which leads to a sound mind for our young generation.

a. Mentoring

All faculty members are resource persons for conducting and contributing various academic and other activities; these expertise provided to our students as ‘mentors’ by giving regular guidance and arrange counselling if needed to our students to build confidence, self concept, inter personal relationship, communication etc.

b. Leadership training

A large number of clubs and optional associations functioning in our college in addition to college union activities. The institution tried to incorporate all students in different clubs and related programmes those will definitely build their leadership qualities and imbibing unique leadership style. Above that the whole college community is divided in to four houses on democratic principles and each has teacher – in – charges and house leaders. Based on these, all our arts, literary, sports programmes undergone. Also sent students to various seminars, competitions (light music, debate, quiz, paper presentations etc) and felicitated the winners.

c. Blood donation forum

We have a blood donors forum helped the needy people especially patients from Medical college, Thiruvananthapuram and Regional Cancer Centre, Thiruvananthapuram.

d. Placement Cell

A Placement Cell is successfully functioning in our college that provided career orientation, guidance and counselling sessions, inviting educational institution to place our students to their institutions and students are directed to attend interviews in various neighbouring schools and colleges under the request of placement cell.

e. Eco – friendly instructional aids

Under the guidance of natural science department organized workshops for effective utilization of waste papers and similar materials from the institution for making instructional aids.

4. Obstacles faced if any and strategies adopted to overcome them

Our institution offered number of programmes by ensuring physical development, mental development, social development, emotional development etc. thereby attaining the aims of education. Some obstacles were also confronted while implementing these programmes. It

was very difficult to conduct all programmes other than listed above within the short span of the course duration. During the intensive teaching practice session, some kind of lag occurred for smooth running of various activities. But our level best and regular feedback and the opinions and suggestions of faculty in-charges, the obstacles are rectified in all possible manner.

6. Impact of the practice

The following are outcome reflected through our practice ‘Outcome Generated Exercises’.

- Acquisition of various life skills to cope up with the present challenging life.
- Development of a sound mind and sound body
- Development of self confidence and motivation through effective mentoring
- Generation of leadership styles and qualities
- Inculcation of social commitment and social obligation by involving in blood donation forum and other community related activities.
- Provision of better career placement during the course period
- Development of skills in making eco-friendly teaching aids

7. Resources required

All our available local and societal resources are effectively utilized for attaining such empowering practices. Our institution with its 104 years of long experiences uphold a good position, traditions, cultures, values, systems etc with ample resources (physical, financial and human resources) which can be accessed to our students at any time in proper manner. All our faculties are resource persons of various academic and non academic areas. We offered the teacher trainees a variety of programmes and provide diverse resources to our students meet the objectives of Outcome generated exercises.

7.4 Contribution to environmental awareness / protection

Our institution had a vision to create environmental awareness and equip our teacher educands for protecting our environment by implementing the following programmes in the last academic year.

- **Environmental day celebrations and Awareness Programmes**
 - Planting saplings within and outside college premises
 - Awareness talks by select teacher educands and faculties
 - Video clippings of earth song.
 - Pledge taking ceremony to protect our environment
 - Poster presentations related the theme “Think - Eat - Save”.

- Participation in inter collegiate poster competition associated with environmental protection
- Conducting surveys for assessing secondary school students' awareness on environment protection.
- Campus cleaning programmes
- **Nature Camp**
Organized a 3 days nature camp in Periyar Tiger Reserve, Thekkady in collaboration with Kerala Forests and wild Life Department for our teacher educands.

7.5 Whether environmental audit was conducted? Yes No

7.6 Any other relevant information the institution wishes to add. (for example SWOT Analysis)

The college offering both B.Ed, M.Ed, Ph.D programmes and other programmes like M.Ed (IGNOU), add on courses etc. Every year we find our strength, weakness, opportunities and threats to maintain quality of education. This year we wish to concentrate on the following key areas by analyzing a SWOT analysis.

- Up gradation of research department
 - Development of tools and techniques
 - Organizing research colloquium regularly
 - Arrangement of more research seminars and discussions
 - Publication of research abstracts
 - Up gradation of infrastructure facilities
 - Technological integration etc.
 - Upgrading research committee
- Publication wing
 - Publication of seminar proceedings
 - Strengthening publication committee
- Strengthening infrastructure and laboratories
- Academic programmes related to curriculum transaction - Faculty, students

7.8. Plans of institution for next year

Our institution developed an academic calendar that showed a clear picture about the various academic and other plans wish to conduct in the next academic year.

GOVT. COLLEGE OF TEACHER EDUCATION, THIRUVANANTHAPURAM

ACADEMIC CALENDER 2015-2016

Month	Activities proposed		
	B.Ed.	M.Ed.	Other common Activities
July. 2015	-----	<ul style="list-style-type: none"> • Commencement of the course on 10th July. • Course briefing • Ice-breaking Sessions • Conduct of Pre test to study the Entry behaviour • Introductory classes 	-----
Oct.	Admission	<ul style="list-style-type: none"> • Assignments on different topics • Discussions on Assignments 	-----
Nov.	<ul style="list-style-type: none"> • Commencement of Regular classes • Course briefing • Ice breaking Sessions • conduct of Pre test to study the Entry behaviour • Introductory classes and General orientation • Commencement of theory classes 	<ul style="list-style-type: none"> • Seminar sessions • Practical classroom - Psychological Testing (Lab work) 	<ul style="list-style-type: none"> • Guest Talk- Communicative English, Value Education, Awareness on AIDS • Workshop for Innovative practices in teaching Science and Mathematics. • Inauguration of Club/Subject Association activities
Dec.	<ul style="list-style-type: none"> • Visit to schools (Induction Programme) • Submission of Daily Diary • Discussion Lessons • Demonstration Lessons 	<ul style="list-style-type: none"> • Submission of Assignments • Mid - Semester Examination • Preliminary discussions for topic selection of Dissertation • Topic Selection • Nature Camp 	<ul style="list-style-type: none"> • Subject Association Inauguration & activities contd... • X'mas celebrations • College Union Election • Regional Seminar for Innovative practices in teaching Science and

			<p>Mathematics.</p> <ul style="list-style-type: none"> • Introductory sessions on Creativity - as a part of Creativity Club • Nature camp as a part of Eco & Tourism clubs.
Jan. 2016	<ul style="list-style-type: none"> • Criticism Lessons • Introductory sessions on Models of Teaching • Briefing on Practicum • Preparation of Diagnostic Test • Guest Talk • First Spell Practice Teaching 	<ul style="list-style-type: none"> • Preparation of M.Ed. Research Proposals for the dissertation • Presentation of M.Ed. Research proposals • Discussion of Question papers • Feed Back • Study Tour 	<ul style="list-style-type: none"> • World peace day Celebration • College Union election & oath taking • Republic Day Celebrations • Regional Seminar for Innovative practices in teaching Science and Mathematics. • State level Seminar for Teacher Educators in Commerce Education • Introductory sessions on Creativity - as a part of Creativity Club
Feb.	<ul style="list-style-type: none"> • Field Trips (Optional wise) • Mid-Semester Examination • Submission of Daily Diary 	<ul style="list-style-type: none"> • Discussions of Research Proposals for the dissertation & Finalisation of the titles. • First Semester Model Examination • First Semester University Examination 	<ul style="list-style-type: none"> • National Science Day Celebrations • Inauguration of College Union and Arts Club • Guest Talk • Illustration of creative process - as a part of Creativity Club • Tutorial classes
March	<ul style="list-style-type: none"> • Completion of Theoretical Bases of different subjects • Discussion of question papers in previous years • Submission of Practicum (I Semester) • I Semester Model Examination • Feed back and Evaluation • Visit to Social Institutions 	<ul style="list-style-type: none"> • Commencement of 2nd Semester Regular classes • Seminars on Selected Topics for M.Ed. and Research scholars • Presentation of Research proposals for the M. Ed Dissertation and finalization 	<ul style="list-style-type: none"> • Cultural programmes – competitions • Women’s Day • Guest Talk • Workshop for Preparation of tools/materials. Illustration of creative process - as a part of Creativity Club

April	Summer vacation First Semester University Examination	Summer vacation	-----
May	Summer vacation	Summer vacation	-----
June	<ul style="list-style-type: none"> • Reopening after Summer vacation • Commencement of Second Semester Regular classes • Discussion Lessons • Demonstration Lessons • Criticism Lessons • Video Lessons • Sessions on Preparation of a Unit Test • Workshop for the preparation of Teaching Learning Materials • Submission of Daily Diary • II Spell Practice Teaching starts 	<ul style="list-style-type: none"> • Reopening after Summer vacation • Discussion of theoretical bases • Collection of Related Literature • Workshop for the preparation of Research tools • Preparation for Data Collection • Commencement of Data collection 	<ul style="list-style-type: none"> • Meeting of HMs of Practice Teaching schools • Environment day Celebration
July	<ul style="list-style-type: none"> • II Spell Practice Teaching continues • Sharing of experiences and Reflections of Practice Teaching (on Saturdays) 	<ul style="list-style-type: none"> • Data Collection (contd...) • Analysis of Data • Mid semester examination • Dissertation Report writing 	-----
August	<ul style="list-style-type: none"> • Feedback on Practice Teaching • Submission of Practicum (II Semester) • Submission of Demonstration, Discussion, Criticism and Teaching Practice Records • Submission of Practicum • Submission of Daily Diary • Theory classes • Mid Semester Examination 	<ul style="list-style-type: none"> • Dissertation Report writing (contd...) • Discussion of theoretical bases • Discussion of previous year's question papers 	<ul style="list-style-type: none"> • College level Exhibitions • Independence Day Celebration • Study Tour • Inter collegiate Quiz Competition • Inter collegiate Debate Competition • Annual Sports Day

Sept.	<ul style="list-style-type: none"> • Publication of Internal Assessment • Conduct of Post test to study the exit Behaviour • Model Practical Examination 	<ul style="list-style-type: none"> • Submission of Dissertation before 10/09/2013 • II Sem. Model Examination • Completion of the course • II Sem. University Theory Exam. 	<ul style="list-style-type: none"> • College Day Celebrations • Publication of College Magazine • College Social 2012-13 Presentation of Awards and Trophies for the rank holders and for the best outgoing student. • Onam Celebrations
Oct.	<ul style="list-style-type: none"> • University Practical Board Examination • Discussion of Previous year's Question Papers • Model Examination (Theory) • Tutorial classes • Completion of the course 	-----	-----
Nov.	<ul style="list-style-type: none"> • University Theory Examinations 	-----	-----

Dr. ISSAC PAUL

Dr.T.K.JAYASREE (PRINCIPAL)



Signature of the Coordinator, IQAC



Signature of the Chairperson, IQAC

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